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VOLUME 23 • OCTOBER, 1948 • NUMBER 8

Baltimore Demonstration of Distributive Education

Photo by The Hughes Co., Baltimore, Md.

IN THIS ISSUE

- ✓ *An Effective Guidance Program*
- ✓ *Vocational Education in Korea*
- ✓ *Santa Monica FM Station*
- ✓ *A Case Study in Distributive Education*

AVA CONVENTION—MILWAUKEE, WISC., NOV. 29-DEC. 4, 1948

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AMERICAN VOCATIONAL Journal

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AMERICAN VOCATIONAL ASSOCIATION, INC.

VOLUME 23 • OCTOBER, 1948 • NUMBER 8

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

To inaugurate a new series of Distributive Education classes to be held for local dealers in Baltimore's Thomas A. Edison Vocational School, a demonstration of the benefits of training was given at the Emerson Hotel at a meeting sponsored by the Dealers' Association and the Baltimore school on September 7th.

AVA CONVENTION—MILWAUKEE, WISC., NOV. 29-DEC. 4, 1948

A ROLLING STONE . . . *Editorial*

DR. COOLEY, the late director of the Milwaukee Vocational School, aptly stated the importance of flexibility in vocational education when he said to the students, "Our time is your time, your needs determine our curriculum."

In fact, it is this same principle at work which has enabled us to meet educational needs on the local, state, and national level. Since our economy seems destined to have one crisis after another, it is only through such adaptability that we have been in a position to give service to both the in-school and out-of-school group.

Today the immediate challenge comes from out-of-school youth and adults. Too many from this group are turning away from schools without realizing the difference between schooling and education when one is routinized and the other is individualized. Vocational educators have a unique chance to lead the way towards offering a new type of educational experience.

We must remember that the older person who has given up "book learning" as a hopeless job in nine cases out of ten once had high hopes of self-development and high ambition for skill-improvement. It remains for wise teachers and attractive programs to unlock new doors for him.

The uneducable person today, with all our modern techniques of guidance and instruction, according to individual need and aptitude, should be as extinct as the prehistoric dinosaur. The explanation for the number of out-of-school and adult citizens who are struggling along without further training of mind and hand cannot be blamed either on faulty human nature or on a wrong philosophy of vocational education. It only means that we still have a stretch of road to travel toward our chosen goal, that we are still in process of "making contact" between people and program.

The whole purpose of federal aid to vocational education will be fulfilled only in proportion to our response to this challenge. We must keep pushing our standards higher. Aids allow for the necessary promotion in new fields and areas. Like the pioneers in vocational education, we must work in harmony to match financial aid to standards and standards to needs, whether in the smallest community or on a national scale.

This must not serve as an excuse for a slipshod job. We must not give blind worship to flexibility so that we forget our fundamental objectives in our haste to expand.

As long as we are conscientious about the immediate task at hand, however, we do not need to hesitate to shoulder new responsibilities. Only by combining these two approaches can history record the fact that a great educational movement arose over a period of less than half a century, that it had great leaders, but that it did not pass away with these leaders.

The movement is surely great enough to create new leadership continuously.

C. L. GREIBER, *Director,*
Wisconsin State Board of Vocational and Adult Education.

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DISTRIBUTIVE EDUCATION FOR DEALERS

JOHN R. VAN ARNUM, Secretary
National League of Wholesale Fresh Fruit and Vegetable Distributors

A PRINTING press salesman, and a very successful one, observed not long ago that there hasn't been any pronounced advancement in press construction and design, be it laborious flatbed or high speed rotary, except for casing or mounting, since the eighties, or before.

He was exaggerating a bit, perhaps, but excusably so in an age when every barterable item has been "streamlined"—from the corncob pipe to the very globe itself.

The fresh fruit and vegetable industry was in the printing press category, up until this very day and time . . . and without exaggeration. The magic wand which is about to transform the business into one of our most advanced economic units of efficiency in function is education—*distributive education.*

The wand was waved in Baltimore, Maryland, on the evening of September 7, 1948, at a meeting of the Independent Retail Grocers and Meat Dealers Association of that city in the ballroom of the Emerson Hotel. Mark the place and the time and the company, because it represented a clinical preview of the part distributive education is to play in "streamlining" the retailing of fresh fruits and vegetables.

This was the scene. On the right of the platform a glisteningly attractive display stand, with an immaculate array of fresh fruits and vegetables, arranged in color-contrasted rows (red tomatoes, green beans, etc., alternating red, green, orange, etc.). A neat and courteous clerk who had trimmed and arranged the perishables awaited the customer. Over the stand was a sign which said: "We had training."

On the left of the platform, another stand, obviously makeshift and jerry-built, was displayed. The produce was thrown into it in haphazard fashion; there was no order; decay and wilt were noticeable in the untrimmed items; there was no indication of preparation. The sign above this stand said: "We didn't have training."

Two women shoppers entered the picture. The clerk on the right was engaging and helpful. He sold his wares. The customers were attracted by the appearance of the produce and they bought a great deal of it.

The clerk on the left was boorish, argumentative, and as sales-repellent as the produce itself. The shoppers not only did not buy; they registered abhorrence.

The retailers of Baltimore got the point!

Mr. Forest L. Lawton, Supervisor of Distributive Education in Baltimore, told them that classes in handling and merchandising fresh fruits and vegetables the proper way (as exemplified in the tableaux they had just witnessed) would begin for retailers on Wednesday evening, October 6, at the Thomas A. Edison Vocational High School. He said these classes would continue every Wednesday evening thereafter until November 24, and he also announced that classes for wholesalers would begin October 5th and continue every Tuesday evening until November 23rd, thus permitting ample time for completion of courses before the holiday buying season.

The dates of October 5th and 6th are indeed red-letter ones for the industry in Baltimore, as are similar dates for the industry in Pittsburgh, New York, Philadelphia, Detroit, Boston, Cleveland, etc., where similar classes under the aegis of the distributive education system have been initiated.

Mr. Lawton and his distributive education colleagues throughout the country may well feel that in teaching these classes they are performing a service for their respective communities above and beyond the call of duty.

Reduced to its elements, what Mr. Lawton and his colleagues will really accomplish will be reflected in the profits of the food retailers of these communities, and in the availability of a wider and fresher selection of these perishables for their fellow townsmen.

They will contribute, therefore, in no small measure to a greater community prosperity and improved community health. In this sense, the teaching of these classes can well be said to be a dedicated task.

For what Mr. Lawton will make available to Baltimoreans spells the difference between a successful fresh fruit and vegetable department in the retail food store, and a profit-devouring, sales-repelling venture that eventually drags the other departments down to its level.

The techniques which the instructor in Baltimore, Mr. Morton M. Himmel, and his guest experts from industry will teach are based upon industry's own hard-won experience. These methods are demonstrable, and are documented in success.

The instructor's manual used in the courses, "Better Handling and More Efficient Merchandising of Fresh Fruits and Vegetables," was prepared by Ray Pillar, Assistant Secretary of the National League of Wholesale Fresh Fruit and Vegetable Distributors.

This association, oldest in the trade, has consulted and cooperated with distributive education officials throughout the country and has made the manual available to them for use wherever such classes are taught.

(*Continued on page* 31)

Baltimore Vocational School Begins Classes for Fruit and Vegetable Retailers

The Hughes Company, Baltimore.

THE WRONG WAY (See front cover)

Farm Equipment Owned and Operated by the Future Farmer Chapter, Atascadero, California.

A COOPERATING F. F. A. CHAPTER

ATASCADERO, California, has a unique background as a community, being located just halfway between Los Angeles and San Francisco on the coastal highway. It was a large ranch which, it is said, was purchased by a $500 down payment, the balance being borrowed from a San Francisco bank.

The ranch was divided into small home lots which were highly advertised as ideal places on which to retire, with the home plot supplementing income. People all over the United States and from foreign countries purchased lots at very high prices, but the promoter, before completing all buildings and road construction, met with financial reverses.

Today the community is comprised of people from all directions of the compass, with many lots that have never been seen by the original owners. A large number of the lots have returned to the state for non-payment of taxes, and others are in the hands of heirs as parts of estates.

To a vocational agriculture instructor who is a believer that home projects, student-owned, are a vital part of a good supervised farming program, the size of the lots on which the students lived did not offer very good project facilities. In view of this fact a chapter poultry project was established to be used as a poultry laboratory with one of the students hired as operator. The poultry houses and land were rented, the chapter borrowed money from the Production Credit Association and started raising poultry in the spring of 1941, and still are operating having between 600 and 1,000 laying hens the year around. Profits made from the poultry project went into a fund set aside for farm equipment purchase.

Many lots in the community are vacant, so the Atascadero Chapter contacted the owners wherever possible and received permission to farm these lots. Again the chapter borrowed money and purchased a John Deere wheel tractor and equipment suitable for the tractor, and as they were able to increase the farming program an old 2-ton Caterpillar was purchased to aid their expanding activities. This equipment served until the spring of 1947.

By this time the boys had working agreements on lots as a share crop rent, so groups of lots were subleased to the individual boy. This made it possible for students to have a farming project, which they otherwise could not have done. The equipment was available to the students on an hourly basis, with the chapter furnishing all fuel, grease, and repairs. The amount of their bills was advanced as a loan to be in effect, at a 2 per cent interest rate, until the time of harvest when the loan was repaid.

The Los Angeles branch of the International Harvester Company made equipment available with concessions to Future Farmer Chapters in Southern California through local dealers. When this opportunity presented itself the Atascadero Future Farmer Chapter decided to buy a complete line of International Equipment and sell what they had on hand. Their purchases included three tractors, a T D-6, a Farmall H, and a Cub; an offset disc for the T D-6 tractor, a mower and springtooth for the Farmall H, a mower and single plow for the Cub, a grain drill, T-51 baler, 75 bundles of twine for the baler, and a ¾-ton Pickup.

Funds saved up from profits made on the poultry unit, plus other money accumulated for a machinery fund, went toward payment of this equipment. The balance was borrowed through the Bank of America on a personal note signed by the agriculture instructor, E. W. Gills. By thus doing the cost to the school district was nothing. It also prevented anyone in the school district from complaining about the use of the taxpayers' money for the purchase or use of this equipment. The repayment will gradually be made by the use of this equipment as it is rented to the students themselves and from income of the poultry project.

Not only can the equipment be used by boys for their projects, in supervised farming, but it may also be used for other purposes for their home farms. All students are taught to operate this equipment before they start to use it for themselves.

There has developed a very strong pride of ownership in the boys. It is not school equipment made available for the boys' use but their own equipment for their own use. When this feeling exists among the members it creates a wholesome attitude and prevents misuse of equipment.

EFFECTIVE VOCATIONAL GUIDANCE

JOHN S. HERRON,

Superintendent of Schools
Newark, New Jersey

Dr. John Herron, now Superintendent of Schools of Newark, New Jersey, was responsible for the expansion and professionalization of guidance services in the Newark public schools. When principal of the Robert Treat Junior High School, he with his associates developed a guidance program which received wide attention. He has been active in the State Guidance Association for many years and has spoken widely to professional groups on guidance problems.

MUCH has been spoken and written about guidance programs during the past twenty years and much progress has been made in the direction of functional guidance for adolescents in many school systems; however, generally speaking, large untouched areas still remain to be explored and developed. The pioneering influence, initiative, and research over the years of such guidance leaders as Brewer, Kitson, Kellar, Partch, Jones, Keefauer, Koos, Cunliffe, Allen, and others have at long last awakened school superintendents, principals, and teachers to their responsibility of endeavoring to understand the individual student as completely as possible to the end that his school or college life will be interesting, wholesome, and productive, and his adjustment to adult life will be marked by a maximum degree of satisfaction and security.

What are the problems faced by a school administrator in developing a vocational guidance program for a school or for a system? This paper will attempt to set forth an answer to the question as viewed by one city superintendent.

The Guidance Program vs. Vocational Guidance

The term "vocational guidance," as used in this paper, signifies what the term implies; namely, guiding the student to secure an overview and understanding of the world of work to the end that he or she will make an intelligent choice of a life career and be happy in it. But vocational guidance is only one phase of the guidance program of a school. It should be thought of in terms of a well-defined plan which studies all students from every possible angle to the end that intelligent student self-analysis is accomplished at every stage and maladjustments within individuals are eliminated or reduced as far as possible. Guidance has been defined as the conscious attempt on the part of the school and all its agencies to direct the participation of pupils toward the attainment of specific worth-while objectives. It is not based on the philosophy of doing something to or for the student; rather, it is a process or a plan whereby the teacher builds up within the student the desire to do something for himself.

Photo by Robert Baxter

Guidance Counselors and Students, Weequahic High School, Newark, New Jersey.

Vocational guidance, therefore, should be thought of as an integral part of a many-sided program which involves the understanding, interest, and support of every member of a school faculty. A school which offers a course in vocations or vocational guidance alone cannot, in the judgment of the writer, be said to offer a guidance program.

Problems Involved in Organizing a Vocational Guidance Program

The problems involved in the organization of an effective guidance program may be said to include the following:

(a) A recognition of the need of doing something.

(b) Basic professional preparation of superintendent, principal, and teacher in the field of guidance, including vocational guidance.

(c) Cooperative planning in determining the scope of the vocational guidance program.

(d) Cooperative planning in establishing the mechanics of the program.

(e) Convincing the Board of Education (1) that the program is of value, (2) that vital services must be provided, and (3) that these services will cost money.

The five problems will be discussed in the succeeding pages:

1. *Recognition of the need of a guidance program*

Today, most secondary school personnel have come to recognize the need for special or guidance services to adolescents; yet such was not always the case. Many principals and teachers in the past have claimed they knew how to guide and counsel their students effectively, without so much as investigating the professional literature covering the thinking and research of the pioneering leaders. In fact, many actually resisted the introduction of the "new fangled" ideas and techniques. Today, this situation has changed, due largely to recognition by teacher-training institutions of the place of guidance in secondary education and of the need for additional preparation in guidance for beginning teachers. The raising of the professional standards for teachers, principals, and superintendents in recent years has also made the profession, as a whole, more cognizant of the guidance needs of students. In some states today, every teacher entering the profession must show evidence of college or university courses in guidance. This trend has made the profession more alert to the special problems of youth and to the need for a guidance program.

Fundamentally, the need for a guidance program,

including vocational guidance, must be clearly appreciated by the entire staff. It is natural to look to the principal or superintendent to sense these student needs and to present, or to have presented, to the teaching staff and the board of education the facts or situations which establish the justification for a program of action. Only when the need is appreciated and sensed by the leadership can the teacher personnel be expected to respond.

2. *Basic professional training in guidance of superintendent, principal, and teacher.*

Many teachers today are better prepared professionally in a knowledge and understanding of guidance, including vocational guidance, than some principals and superintendents. Such a situation can be corrected only through the recognition by superintendents and principals that they too must maintain their professional improvement standards along with their teachers. One must not infer from this statement that superintendents and principals need all of the courses offered in teacher-training institutions for the certificate of secondary school counselors or vocational counselors. A superintendent or principal should at least enroll for a few basic professional courses involving the scope, the technique, and the organization of guidance, including vocational guidance, to the end that he may share the enthusiasm and intelligently work out with his teachers the best program possible.

3. *Cooperative planning in deciding the scope of the guidance program*

No sensible school administrator would today attempt to impose upon a school faculty any program all his own. Good leadership ever recognizes that cooperative planning, which accords to all interested co-workers a voice in planning and executing, is bound in the long run to succeed. Leadership must produce the initial spark and enthusiasm; it must recognize the professional abilities and talents of professional co-workers; it must secure the best results by acknowledging ability and by utilizing the ideas and suggestions which constructively add to the ultimate accomplishment.

The scope of the vocational guidance program may, first of all, be viewed in terms of a long-term program. An effective guidance program takes years to work out and develop. An administrator cannot hand out a made plan to a faculty, explain it and then say "Begin." Furthermore, the scope of a vocational guidance program will vary with (a) the size of the school system, and (b) the availability of financial and human resources to operate it. Nevertheless, the school administrator should at the start view the range of services as an ideal, or as so many possibilities, some of which he may never be able to establish.

Essential Elements of a Vocational Guidance Program (Scope)

What, then, is involved in a complete vocational guidance program, say for a city school system, or for a group of school systems cooperating, for instance, on a county basis? The following are set forth as the writer's idea of what should be included in the program:

A. Provision for individual counseling scheduled during school hours which will systematically bring every student of the school within the benefits of the service.

B. Provision for carefully kept personnel records for each pupil. This should be of the folder type and cumulative in nature.

C. An intensive course in vocations or vocational guidance, compulsory at some level for all students and carrying with it diploma credit.

D. Professional follow-up studies; research into the causes of drop-outs and school failures; studies of community resources, the employment market, etc.

E. Career days or career clinics, involving direct advice on vocations by men and women who are experienced and successful in their jobs. Such clinics should be the school experience of all students at least twice between the ninth and twelfth years.

F. A guidance council in every school, meeting periodically on schedule to study common problems arising within the school and the community.

4. *Cooperative planning in establishing the mechanics of the program*

Once again it should be emphasized that many heads are better than one; that real leadership manifests itself through spotting people of ability, using them to their fullest capacity, and giving full credit for their contributions. A superintendent or principal will need the assistance of those most fitted to aid. The outcome of cooperative endeavor is a common feeling of responsibility to make the objectives become realities.

What are the problems to be solved under the heading of the mechanics of the program? Here are the most important:

A. *The selection of counselors.* The right selection of counselors is no easy matter. If the program is to provide for full-time counselors, then each should have maximum professional training. On the other hand, if the policy is to assign one full-time head counselor and a number of part-time counselors, then the head counselor should possess the maximum professional training because he or she will be expected largely to inspire and direct the counseling program of the school.

No more important feature attaches to the success of the vocational guidance program than the proper selection of counselors. The mere accumulation of university credits will not make counselors. Too often part-time counselors are assigned on a hit-or-miss policy. Counselors lacking tact, personality, poise, breadth of view and sympathetic understanding may wreck the efficiency of any program.

B. *Preparation of uniform personnel records.* Much study and time will be required to arrive at records which will best serve a school or a system. A committee of teachers should solve this problem and make recommendations after a research job has been done on forms in use in other school systems. Even though records at the start are incomplete, it is essential that some adopted record forms be available for use when the program moves into gear. Adaptation and improvement can be made subsequently.

C. *Curriculum guides.* Only through a carefully worked out statement of objectives, materials, and techniques can a teaching staff ever hope to move on a united front in the effective guidance of pupils. Such documents or courses of study should be prepared cooperatively by the faculty over a period of months. Here again, revision of statements may be, and should be, expected as the program begins to crystallize. Every teacher on the staff is a vital cog in guidance; therefore, each and every one must know what it is all about.

A system or school starting modestly would first of all prepare a general statement or bulletin. This could be followed by a guide on counseling, a discussion of the

(*Continued on page* 23)

"The Flying Classroom"

TRACY E. DALE

Assistant Commissioner
Vocational Education Division
Jefferson City, Missouri

OVER two hundred leading educators from all over the United States visited some of America's outstanding business and industrial establishments during the week preceding the A.A.S.A. Convention in Atlantic City. The tour was staged under the joint sponsorship of Michigan State College and Air-Age Education Research of New York.

This tour, the first national event of its kind, was a direct outgrowth of two "flying classroom" trips conducted in the summers of 1946 and 1947 for Michigan educators. The purpose of this study was to help "bridge the gap between business, industry and education," in the words of Carl M. Horn, Michigan State College professor who developed the "flying classroom" idea and who coordinated this field study so efficiently. Educators from Texas, California, the mid-west and east converged on Chicago via planes (DC-6's). Business and industries in Chicago, Detroit and New York were visited. The complete itinerary included in Chicago: Carnegie-Illinois Steel, International Harvester, Sears, Roebuck, Continental Bank, Marshall Field, Swift and Company, Donnelly and Company, and the Hawthorne plant of Western Electric; in Detroit: Chrysler Corporation, General Motors, Ford Motor and Kaiser-Fraser Corporation, and in New York, La Guardia Field, American Airlines Overseas, United Nations Organization, Metropolitan Life Insurance, New York Stock Exchange, American Telephone and Telegraph and Air-Age Education Research.

The "flying classroom" experience demonstrated, to those of us who took part in it, the willingness of business, industry and labor to cooperate with our school in every way possible by providing occupational information through field trips, making speakers available, and developing educational materials. The interest of these three groups in research in human relations gave emphasis to the importance of a closer relationship between business, industry, labor and educators, and hinted at the unlimited possibilities of the field study method of pre-service and in-service teacher training.

The average teacher has neither the training nor background in business and industry to give occupational information successfully or guide youth wisely. Those of us who were privileged to make this tour in one week learned more than during any one week in college. A well-planned "Business-Industry-Education Day" would do much to bridge the gap between business, industry, and education in any community. If the schools were to close for a day so that administrators, supervisors, secretaries, janitors and other personnel could spend the day in local business and industrial establishments, much information and understanding, which would enable the schools to interpret better the world of work to youth, would be obtained. If the program were well organized and the group did much discussing, listening and talking, the business, industrial and educational people would do much to help each other. Business and industrial leaders will more than meet the educational leaders halfway if given the opportunity. Respect for each other grows out of personal contacts of this type. It is only through getting educators into business and industrial establishments where they see their products at work that we can change attitudes of teachers toward preparing youth for work and assist them in providing more adequate vocational guidance.

Metro News Photos

"The Flying Classroom" at Chicago.

Korea's New Vocational Program

Newly Independent Nation Tackles Its Economic Problems Through Training

RAYMOND W. PHIPPS
Adviser, Vocational Education
Department of Education
United States Army Military Government in Korea

Dr. Choi, Kyu Nam
Korean Vocational Leader.

DR. CHOI, Kyu Nam, was appointed Chief, Bureau of Vocational and Technological Education, of the National Department of Education, Seoul, Korea, in June 1948. The Bureau was established in May of this year.

Dr. Choi comes to the post with a background of professional experiences which include study in Korea and the United States and teaching and administration in Korea. He graduated from the Songdo Middle School in Kaesong in 1918, and from the Science Department of Chosun Christian College in 1926. Following that, he went to the United States for a period of study in which he distinguished himself in his capacity as a student. In 1928 he received the degree of Bachelor of Arts at Ohio Wesleyan University, where he also earned his Master's Degree in 1929. In 1932 he was granted the degree of Doctor of Philosophy at the University of Michigan and was made a member of the Sigma Fraternity.

Dr. Choi's experiences as an educational worker include four years of teaching (1918-22) in Songdo Middle School, Kaesong, Korea; eight years (1932-40) as Professor, Chosun Christian College, Seoul, Korea; three years (1941-44) as Director, Department of Science, at Chosun Christian College, and two years (1946-48) on the administrative staff of Seoul National University serving as Dean of the College of Engineering and as Director of Admissions. This latter post he left in order to take on his new duties as the first Chief of the Bureau of Vocational and Technological Education for the new Republic of Korea.

Other professional affiliations and achievements of Dr. Choi's include service as a member of the Board of Regents of the Songdo Middle School, Kaesong, Korea; work as a member of the Board of Directors of the Patrons Association of Chosun Christian University, Seoul, Korea; Kim Wha Primary School; Vice-Presidency of the Alumni Association of Chosun Christian University; service on the Board of Directors of the Sung Am Educational Promotion Association and as Standing Advisor to the U. S. Military Government in Korea.

Dr. Choi can look with justifiable pride upon the fact that more than five hundred of his former students have worked in various posts in the Military Government Program in Korea's rehabilitation. He has expressed the belief that a strong program of vocational education is urgently needed for Korea in the coming growth and development of her new democracy, its economy, and service to citizens' individual and group well-being. Among his plans is a hope that promising young Korean men and women can go to the United States to study various phases of vocational education and engage in observation studies in commerce, industry, and agriculture.

The new bureau consists of five sections, namely, Agricultural Education, Industrial-Technical Education, Business and Distributive Education, Advancement of Technological Science, and Girls' and Women's Occupations. The personnel selected for each section at the outset includes four supervisory consultants in Agricultural Education, two in Industrial-Technical Education, one in Girls' and Women's Occupations, one in Business and Distributive Education, and two in the Advancement of Technological Science. Four secretaries are also added in the make-up of the total staff.

Korea (especially South Korea) is predominantly agricultural with approximately 80 per cent of the population engaged in various agricultural services. There are, in South Korea alone, over one hundred twenty Agricultural Middle (High) Schools, each having sizable tracts of land for experimental purposes. It is for this reason that, at the beginning of the functioning of the Vocational and Technological Education Bureau, the larger number of supervisory consultants are assigned in the section of Agricultural Education. The leading Agricultural College is located at Suwon, and a College of Fisheries at Pusan. Added to this are some substantial Agricultural Experiment Stations in the provinces. The Agricultural Education Program plans to cooperate with and utilize supplementary services of two other agencies—the Department of Agriculture and the Agricultural Improvement Service. The teamwork of these agencies blended with Education promises a strong Agricultural Education for all ages and interests of Korean citizens.

Along with the agricultural development, Korea is becoming gradually industrialized and needs more industrial establishments and services. The two supervisory consultants in Industrial-Technical Education will work with the promotion of the expansion and strengthening of the programs in the Technical Middle Schools, the Technician Training programs connected with industries, the College of Engineering of Seoul National University, and in the stimulation and development of general Industrial Arts programs in the elementary middle schools and colleges, the Industrial-Technical services of the Technological Training Board, a governmental agency which deals with policies concerning the training of employed specialists in the various industries, and of the Bureau of Industry of the Department of Commerce.

The activities of the section dealing with Girls' and Women's Occupations will include Home Economics and the training of women in the preparation for occupations in industry, and allied services. The Korean Home Economics Association has already been organized under the encouragement and stimulation of the American Advisor, Mrs. Lyda Heffron. This association has had four meetings, has been giving a series of weekly radio broadcasts since early June, and has already planned a strong professional program for the coming year. The middle schools and colleges have, in many instan-

(*Continued on page* 12)

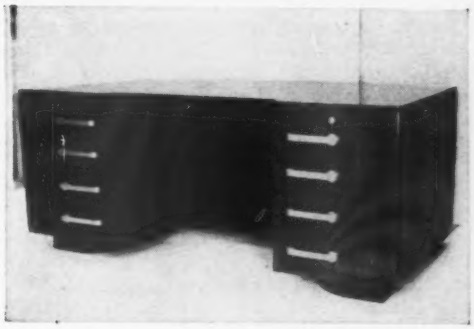
THE PROFESSIONALIZATION OF INDUSTRIAL ARTS TEACHING

DEWITT HUNT
Head, Department of Industrial Arts Education and Engineering Shopwork
Oklahoma A. and M. College
Stillwater, Oklahoma

THE desire to become an accepted member of some profession is experienced by almost all ambitious youth, and such an aim is worthy because in almost all professions the ideal of service to the community and to humanity is paramount. Goode's Dictionary of Education defines a profession as "an occupation involving a relatively long and specialized preparation on the level of higher education and governed by a code of ethics." Architects, ministers, lawyers, doctors, engineers, or teachers, as well as other professional people, have assumed obligations and are called upon to render services which often transcend the earning of a livelihood.

While teaching in general is usually classed as one of the professions, can the teaching of industrial arts be separated and truly classified as a profession? Entrance into this occupation requires a long and specialized preparation involving at least five years of collegiate experience. Many industrial arts teachers are pursuing studies beyond the Master's Degree, and a goodly number of those in service have earned Doctor's Degrees. Other evidence can be presented to indicate the fact that industrial arts teaching is truly one of the professions. Like many of the professions, this one is of recent origin. The complete history of industrial arts has not been written. As a name for an important division of the school curriculum it was evolved in the early part of this century. It has slowly but surely displaced "Manual Training" and "Manual Arts." Industrial arts as a phase of public education is a field of studies in itself. It includes studying about and working with many materials such as wood, metals, and plastics. It involves a great variety of industrial activities as, for example, printing, woodworking, industrial drawing, and founding; and it includes a study of the sources and uses of power in general and electricity in particular. In its earlier stages industrial arts is non-vocational and includes learning units of general education value to all pupils, but in more advanced courses it becomes increasingly vocational in its aims. Industrial arts is now considered an essential element in any high school curriculum and is a required course in all standard junior high schools. Like American education in general, it has grown to its present proportions without a federal subsidy. Its popularity depends solely on the attitudes of students, administrators and the public toward it.

Those who teach industrial arts can well be proud of its history and development. Its growth has been spontaneous and rapid. This growth can be credited solely to the attractive nature of its offerings. No groups, organizations or paid personnel have "promoted" this growth. Estimates of the number of teachers of industrial arts vary from 20,000 to 35,000. A recent American Vocational Association publication gives the number as 30,000. These teachers probably meet more than three million pupils daily. The saturation point has not been reached. Many principals and superintendents would like to add industrial arts to the offerings of their schools. Industrial arts programs are being installed in many elementary schools. The teacher shortage in industrial arts is acute and, if expansion continues as is expected, the shortage will continue for several years.



A Product of Industrial Arts Shops at Stillwater.

Certification requirements for industrial arts teaching are, in general, quite high. Teacher education in this field engages more than 700 college teachers in 180 institutions and departments. Master's Degrees in industrial arts education are offered in at least forty colleges and universities, and in several institutions consideration is being given to offering a Doctor of Education Degree with a major in industrial arts which will provide a professional degree in this field. State supervisors of industrial arts have been appointed in at least eight states, and efforts are being made to secure supervisors in other states. Recognition has come to this field by the recent appointment of a Specialist in Industrial Arts Education in the Office of Education of the Federal Security Agency. Dr. John R. Ludington, formerly Professor of Industrial Education in the University of North Carolina, assumed this position in June. Other evidences of the professionalization of industrial arts teaching includes the formation in many areas of district and state industrial arts associations. The American Industrial Arts Association, which is a section of the National Education Association, is growing rapidly. The industrial arts section of the American Vocational Association proves each year to be one of the largest groups in attendance at that convention.

The need for whole-hearted single-purpose leaders in industrial arts is paramount. In the past, many of its champions have had other and more compelling interests. A new series of books and publications on philosophy, methods, organization, school shop planning, care of equipment, safety in the school shop and administration as applied to industrial arts teaching should be produced. These books, to have the necessary validity, can only be written by men who have spent many years in the one field, in industrial arts teaching, and with the administration of industrial arts courses.

To achieve the complete professionalization of industrial arts teaching, an increasing number of research projects must be undertaken and completed each year. Few published research reports concerning industrial arts problems are now available. A profession probably survives and makes appreciable progress in direct proportion to research efforts expended in its behalf. Research enterprises should become a normal activity of heads of teacher education departments, supervisors of industrial arts in cities, state supervisors of industrial arts and others. The reports of these research activities should be printed as school, city, or state curriculum or research report bulletins. These publications would be

in addition to an increased number of printed Doctor's Degree dissertations.

A new organization composed of faculty members of industrial arts teacher education departments would improve the professional status of industrial arts teaching. With a potential membership of nearly 800, such an organization could undertake studies of real significance. The name, The American Council on Industrial Arts Teacher Education, seems appropriate, and an immediate objective should be the publication of a "yearbook." In this annual publication would be included reviews of research projects, important papers presented at state and national association meetings, committee reports and other materials dealing solely with and applying specifically to problems of teaching industrial arts in American schools.

Since advanced degrees are required for individual progress in the field of industrial arts teaching, these degrees should be made a means of professionalizing its members. The Master's Degree should probably be in most cases a "master teacher" degree. The Doctor of Education Degree should become an adminstrator's or a teacher education degree. This would leave the Doctor of Philosophy as a research degree. Perhaps more effort should be spent in securing scholarships and teaching fellowships so that a larger number of teachers could be persuaded to complete advanced degrees.

The problems of supervision of industrial arts progrems need serious study. Qualified supervisors are needed in the county, city and state levels. The employment of state and county supervisors will improve the one- and two-teacher situations. Where two or more industrial arts or shops teachers are employed in any school, one of them should be appointed as supervisor. The city supervisor is often required to direct both the industrial arts and the vocational industrial programs. He should be qualified legally and scholastically in both programs. In larger cities, two supervisors will be required, one for each of these purposes.

The need for centralized supervision of industrial arts in the public schools of a state is probably not to be questioned. However, the practical problem of its installation must receive very careful consideration. Industrial arts as a phase of the school curriculum is so different from all other school subjects that its supervision must be independent of control by other agencies. The recommendation is made that state supervision of industrial arts be organized and administered by the same methods as are applied to health and physical education, English, music, safety education and other areas of the curriculum when subject-matter supervisors are employed.

Greater emphasis should be given to the post-certification education of industrial arts teachers. If the master teacher concept is adopted for the Master's Degree, special workshops, clinics and cooperative planning groups should be scheduled for the in-service activities of teachers who have completed the required advanced degrees. State advisory or planning committees, working under the direction of the state supervisor in course of study making and in proper planning, should be formed. State or regional clinics on specific subjects such as "the improvement of design in industrial areas projects," "school shop planning," "school shop safety," and others should be organized.

Industrial arts teachers should be encouraged to become "membership" minded. Every teacher should maintain membership in local, district, state, regional and national associations which have been formed for the specific purpose of improving the position of industrial arts teachers. By supporting the state and national organizations working in his behalf, the industrial arts teacher is working for himself. Attendance at district, state and national conventions is likewise an attribute of the professionally minded teacher. If every industrial arts teacher would attend either the American Industrial Arts Association or the American Vocational Association convention once in ten years, there would be more than 700 in each annual convention. As these two associations meet in opposite ends of the nation each year, more and more industrial arts teachers will develop the convention attending habit.

Many more activities which would contribute to the professionalization of industrial arts teachers should be discussed. Among these are, "the relation of industrial arts to guidance," "an analysis of 'new type' industrial arts programs," "summer activities of the industrial arts teacher," "the relationships between industrial arts and subsidized vocational industrial programs," and many others.

Entrance to the Industrial Building at Oklahoma A. & M. College.

A Case Study in Distributive Education

WILLIAM B. RUNGE

State Teacher-Trainer for Distributive Education
University of New Mexico

MARIE needed vocational guidance. She was 16 years old, in her sophomore year of high school, when the Distributive Education Coordinator first made her acquaintance. An observant home room teacher had found out that Marie needed help, and therefore arranged a conference with the coordinator.

In a series of interviews, from past cumulative records, test scores, and information from other sources, the following facts were found out about Marie. She had always been an average student with no special interests or preferred subjects. She had drifted through school without definite plans for a future career, and now it was evident that she would probably have to take up a career as soon as she finished high school. She realized that it was time to try to decide on an occupational choice and to prepare for it.

Occupational interest and aptitude tests indicated that Marie might enjoy and have a potential ability for sales work. After discussing this possibility with her teachers and her parents, Marie decided to definitely plan for retailing and merchandising as a career. With this in mind, the coordinator helped her map out a program of courses for the remainder of her high school years.

At this stage in her schooling, it was not thought best to recommend the cooperative retailing class since she had not had any work experience or special training for this occupation. Therefore, some pre-employment courses were suggested for her junior year. These included all of the directly related classes that would help in preparation for retailing and included business arithmetic, business English, economics, psychology, consumer problems, interior decoration retailing, advertising, typing, and bookkeeping.

During her senior year, Marie took the cooperative retailing course. She attended school in the mornings and was placed in a training station at a large national chain department store. Her first job was in the stock room, where she marked merchandise. She helped set up toys for Christmas and, during the fall, was introduced to a number of routine duties in the stock and shipping rooms.

As the rush season came on, Marie was shifted to the main selling floor and sold men's furnishings. She also acquired experience in ladies' hosiery, foundation garments and lingerie. She liked her job, and seem to be getting along very well. The coordinator followed up on her store work carefully and periodically, and the manager took special interest in her progress. He remarked one day: "Marie is going to make a fine employee with a little more experience and training. She is still a little shy in waiting on customers, and lacks the self-confidence needed for superior salesmanship, but she is developing. She should be taught more about merchandise."

Marie graduated from high school in the spring and immediately was placed in a full-time position in the foundation garment department. In the fall she returned for further conference with the coordinator. Her problem now was to study merchandising and management techniques so she might advance to a job as department head. Since she had finished high school, she could not officially enroll in more credit classes. The coordinator, however, agreed to help her as a special student. He advised her to come to school during the related counseling period and promised individual help whenever she felt it was needed.

Marie (left) Instructs New Salesgirl in Selling Techniques.

This plan was explained to the store manager, and he agreed to enroll Marie in one of the store executive training courses. In consideration of Marie's youth, he suggested that she try a department of her own choice. Marie decided she would like to go into the infant and children's wear section, so a transfer was arranged, and Marie started a course in the management of this specific department.

During the course of this arrangement, Marie attended high school classes regularly. Soon she was interested in taking additional courses in order to hasten her progress and so she enrolled in night school.

With the assistance of the coordinator, Marie decided it would be wise to take conversational Spanish, bookkeeping for the retailer, and a course in business management. She enrolled in two of these courses for the first semester of night school and planned to take the third during the second semester. Over a period of two years, she also completed courses in speech, modern retail selling, and other subjects which were pertinent to her occupation. In the meantime, she kept in close contact with the coordinator and faithfully attended

store meetings and training sessions for salespeople, department heads and executives.

After Marie had completed all of the courses which were offered in night school which were related to her field, she, with the help of the coordinator, decided to enter the University Extension Division, where she enrolled in two courses each semester and studied such subjects as buying and merchandising, window display, advertising, personnel management, salesmanship, merchandise facts information, etc. At the present time, Marie is trying to select some other courses for the fall semester and considering the possibility of branching out into some avocational courses. She is a department head, and her goal as a divisional manager or buyer should some day be attained.

The story of Marie could be duplicated many times with examples of other students in Distributive Education classes. Her story was told to show the possibilities of long-range planning and preparation for a career in retailing and merchandising. Vocational counseling services should be available to all students in high schools and night schools. Pre-employment courses, with the vocational objective, should be available. The cooperative plan is ideal to give individual attention to students and to give them a definite start in the business world, and this assistance should not be cut off when a student completes high school. Adult courses, too, should be available for students who, like Marie, want to continue self-improvement in order to advance to better jobs. Adult vocational courses should be given for all of the different levels of positions in distribution.

Store Manager and Marie Discuss Sales Points of New Shipment.

KOREA'S NEW VOCATIONAL PROGRAM

(*Continued from page* 8)

ces, undergone curriculum revision, addition of new equipment, and general strengthening of instruction.

Since any national economy must be concerned with the marketing and distribution of its goods and services, the section of Business and Distributive Education was organized. This section will deal not only with the typical "commercial" education subjects but also with a broad program in all its practical phases. "Commercial" education was given a healthy stimulus by Mrs. Mary Bierstadt, who served for over a year as American Advisor in Commercial Education prior to the establishment of the approved Bureau of Vocational and Technological Education. Most of the work up to that date was concerned with problems in the middle school and commercial college programs.

Dr. Choi agrees with many serious-minded Koreans that the educational level, especially in Science, is below that of other advanced nations. Recognizing this fact and realizing this is a technological world, it was decided to set up a section for the Advancement of Technological Science. The world-wide part that Science plays in modern agriculture and industry definitely warrants its emphasis in any constructive and forward-looking scheme of vocational education.

Dr. Choi has taken over his new responsibilities with the sound realization that to develop such a program in Korea there is immediate need to:

1. Make a comprehensive analysis and survey of Korean occupations and occupational trends and needs.
2. Show how, through programs of education and training for Korean people, the standard of living may be improved.
3. Promote an understanding and appreciation of the contributions that vocational education will furnish to Korean society.
4. Show favorable parallels between the traditional interpretation of, and the elements essential to a modern program for Korea.
5. Convince parents, teachers, students, and other citizens of the value of the individual who is self-sustaining because he can perform creditably in any occupation that contributes to the upbuilding of the new democracy.
6. Work for the removal of the prejudice against educational programs other than those embracing only the classics.
7. Show by explanation and demonstration why a workable plan of vocational education is essential to the Korean government and economy.
8. Develop leadership by sponsoring lay groups of parents through citizens' workshops and forums.
9. Enlist support of business, industrial, agricultural, and civic organizations for the program.
10. Develop, as speedily as possible, in-service and pre-service teacher education programs.

Building up the services of this new educational bureau will call for much careful planning, additional personnel, and a sizable operating budget. Korea's problems emphasize the fact that vocational and technological education is a paramount requirement in any nation's economy, and definitely vital to the individual's security and well-being. It must be represented in all curricula, whether general or special, from the elementary grades through graduate study. Vocations are *general* to any people; therefore vocational education must be an approach to and a factor in the total scheme of learning.

Santa Monica's KCRW-FM

Student Built, Student Operated

WAVA MCCULLOUGH
Publicity Director
Santa Monica Technical School

ON MARCH 6th, 1948, civic leaders and educators attended the dedication ceremony of the Santa Monica City Schools' new radio station KCRW-FM, when a special one-hour program was broadcast from the City College auditorium. Dr. Percy R. Davis, Superintendent of Schools, introduced guest speakers. Mayor Mark T. Gates and T. Cedric Browne, President of the Chamber of Commerce, congratulated the school system on having a station from which educational programs may be broadcast.

The station, entirely assembled and installed by students of the Santa Monica Technical School, a division of Santa Monica City College, is one of five licensed FM stations for schools west of Chicago. The work was supervised by Hillis M. Brown, radio instructor at the Technical School.

The Collins Radio Company provided air transportation for Mr. Brown to the plant in Cedar Rapids, Iowa, where he listened to the equipment, checked the mechanical features, and inspected methods of production before the purchase of the equipment was made. Preliminary steps toward construction of the frequency modulation radio station were started three years ago. The main studio was constructed in the City College auditorium in 1946, installation of equipment began on June 14, 1947, and plans were completed by October 1, 1947.

After the station had been operating experimentally for about two months on a permit, the Collins Company sent an engineer to Santa Monica to make a final inspection. He complimented Mr. Brown and the students on the installation, which not only met specifications but required no changes. According to FCC engineers, it is unusual for a new station to be accepted without major changes on first inspection. The dedication program on March 6th celebrated the station's receiving its permanent license from the Federal Communications Commission.

For the benefit of schools considering installation of FM facilities, the following suggestions for obtaining an FCC license are made:

1. Obtain topographical maps of an area extending fifteen miles in every direction from the station. Photographs must be taken from the site of the proposed antenna in four different directions.
2. Obtain FCC forms 340 from any FCC office and fill out completely.
3. Obtain a letter from your school board stating that the money for the station has been appropriated.
4. Obtain articles of incorporation from the secretary of the school board.
5. Make an outline of the contemplated programs and hours of operation.
6. Forward the above material to the FCC in Washington, D. C.
7. Upon notification that the application for construction permit has been approved, work may be started on the equipment.
8. Upon completion of construction, it is necessary to notify the local FCC office and the Washington FCC office by telegram or letter stating that construction has been completed and asking permission to start technical testing.

KCRW IN ACTION
The Station's Transmitter Located at Santa Monica Technical School

Left to right: John Hall, William Ricketts, Hillis M. Brown, Charles Bodenstien, John Meade, Alfred Ayers, Victor Lasbo, James King

9. The FCC within a week or less will make an inspection of the equipment and installation to see that it satisfies rules and regulations. After the inspection, a request is sent to the local and Washington offices of the FCC for permission to conduct the program tests.
10. At the same time, an application for a permanent station license is sent to the Commission offices in Washington. Before the expiration of the program testing, Washington will wire permission to start regular programs and it will be possible to go on the air.
11. If it is desired to have special call letters, it is suggested that a letter be sent along with the original application for construction permit.

For those who may be interested in the technical and

(Continued on page 22)

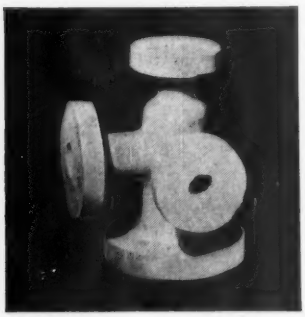
FIRST IN ALUMINUM!

Here are the winners of the 1947-48 Aluminum Projects Competition

CAST

GROUP 1—1st prize of $50 to James Jones, age 15. School: Harrison Technical, Chicago, Ill. Teacher: P. Becker. Principal: Louis F. Brook.

GROUP 2—1st prize of $50 to Ernest Mills, age 16. School: Haddonfield Memorial, Haddonfield, N. J. Teacher: B. W. Stratton. Principal: Thomas Skirm.



GROUP 3—1st prize of $50 to William Hansbury, age 17. School: Dobbins Vocational, Philadelphia, Pa. Teacher: Edward Saks. Principal: J. Norwood Baker.

Encouraged by the guidance and inspiration of their teachers, school boys submitted these aluminum projects to the Scholastic Industrial Arts Awards. The competition was stiff, the judging close. Now—a $50 prize to each of these six group winners, 51 other cash prizes to the runners-up!

The number and quality of this year's projects were the best ever. Now's the time to plan entries for next year's competition. Write today for full information so you and your students can get an early start on new projects. Address, Scholastic Arts Awards, 220 East 42nd Street, New York 17, New York. Ask for the rules booklet for Scholastic Industrial Arts Awards conducted by Scholastic Magazines, sponsored by ALUMINUM COMPANY OF AMERICA.

FREE HELP for industrial arts teachers

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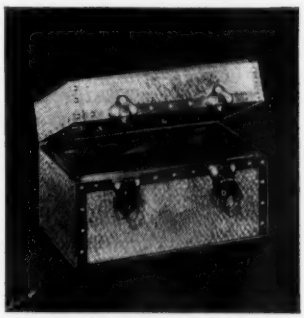
WROUGHT

GROUP 1—1st prize of $50 to Rodman Sowers, age 17. School: McKinley Occupational, Dayton, Ohio. Teacher: James O. Reynolds. Principal: A. R. Pitsinger.

GROUP 2—1st prize of $50 to John F. Sullivan, age 16. School: Southwest High, Kansas City, Mo. Teacher: John R. Manly. Principal: Albert H. Mansees.



GROUP 3—1st prize of $50 to Melvin Stickelmeyer, age 17. School: Spokane Trade, Spokane, Wash. Teacher: S. Gilbert Cook. Principal: E. J. Griffin.

ALCOA®

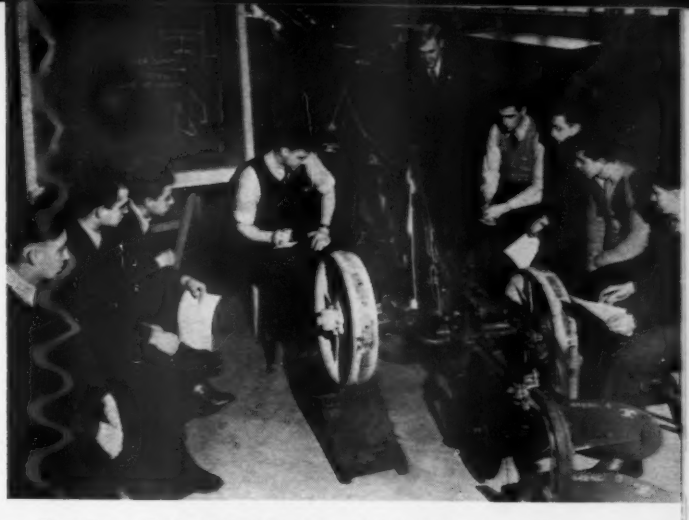
ALCOA FIRST IN ALUMINUM

1888 1948

60 YEARS OF SERVICE

Vocational Agriculture At Michigan State College For 13th and 14th Graders

LYLE A. THORBURN, Instructor
Short Courses, Michigan State College



Short-Course Students Receiving Instruction in Setting Up and Adjusting a Plow.

MANY farm boys after graduating from high school want to attend college and study agriculture. In many cases, farm boys are needed at home for the successful operations of the farm, especially where they plan on a farm partnership with their father. They cannot be spared from the farm for nine months of the year to attend college, because of the press of heavy work during planting, cultivation and fall harvesting. Michigan State College feels that it has one of the answers to this problem; namely, a vocational agriculture short course.

This two-year general agriculture short course is designed to give farm boys, particularly high school graduates, a chance to receive practical, thorough training in up-to-date farming methods. In order to permit farm boys to attend college at a time when they could be most easily spared from the farm, the course is conducted in the late fall and winter months. Each year of the two-year course is divided into two eight-week terms. The fall term's work is offered just prior to the Christmas vacation and the winter term follows the vacation. All instruction is given by the resident agricultural teaching staff of the college in college classrooms and laboratories. There are several scholarships available for farm youth to assist them in taking a short course. When a boy enrolls for this course, he may choose to complete the first term's work in either the fall or winter term. If he elects to enroll in the fall, he may continue after Christmas with his second term, and the following year complete the course. Most boys choose to take the course in this manner. Because of the arrangement of the courses, if he chooses to take his first term in the winter, it will require an extra winter to complete the course. During the first term, quite a number of courses are required; namely, livestock selection and adaptation, farm dairying, forage crops, farm management and accounts, farm poultry, soil management, discussion (a speech course) and farm practices (a course to help the student coordinate the subject-matter information for use on the home farm). Three electives—physical education, farm shop, and farm gardening and small fruits—are offered in the first term. The first term is set up to give the essential background information. As students advance to the second, third, and fourth terms, less subjects are required and more electives are offered. For example, in the fourth and last term, only five subjects are required; namely, information about the extension service, animal breeding, agricultural bacteriology, farm insects, and farm business analysis. However, seven subjects are offered for the student to choose from: physical education, farm buildings, livestock breeding and management, animal diseases, dairy cattle feeding and management, market milk production, and cereal crops. This system of elective subjects gives the student a chance to choose subjects in line with his interests and those related to the type of farming carried on the home farm.

Short Courses Fill a Need

A supervised farming program is carried by all students during the summer months. This is a continuation of the high school vocational agriculture supervised farming program. The four persons responsible for this program are instructors in the department of short courses. For efficiency of supervising this farming program, the State of Michigan is divided in four areas and the instructor in charge of each area works with all students therein. In addition, each instructor acts as a counselor for his students at all times.

A banquet and party, planned by a joint committee of all short-course students, is given at the close of each term. At this time, each student successfully completing that term's work is given a certificate. Then, at the end of the course, all students completing the course in a satisfactory manner are given a diploma.

Practically all of the students taking this course live on the campus in college housing. Part of the group has quarters at the short-course dormitory, while the remainder lives in the college temporary housing. Living accommodations are very adequate, even in the temporary facilities which are converted quonset huts.

During this past year, 210 students were enrolled in this course. Out of this group, 150 were recent high school graduates. Many of these were former students of vocational agriculture in high school who wished to continue their training. Even though students taking the two-year general agriculture short course are not required to be high school graduates, this is 13th and 14th grade instruction and a continuance of vocational work for the majority of persons enrolled.

(*Continued on page* 31)

AVA Milwaukee has established co and adult educatio

Come to Milwaukee for the AMERICAN VOCATIONAL ASSOCIATION CONVENTION Nov. 30 to Dec. 4, 1948

Court of Honor — Milwaukee

Skiing — Rib Mountain, Wausau

West Allis Vocational School

WISCONSIN'S CENTENNIAL year is the time and Milwaukee the place of meeting of the forty-second annual convention of the A. V. A. Wisconsin is celebrating with justifiable pride a century of progress. During the last thirty-seven years of that century Wisconsin's unique program of vocational and adult education was established and developed. It is a program that is dynamic, flexible, and responsive to the people's needs. It prepares for civic and vocational competence.

Wisconsin's vocational schools extend a warm welcome to all convention visitors. Delegates can plan to visit the Milwaukee area schools during the convention period but are urged to allow themselves sufficient time also to visit, either before or after the convention, the many excellent vocational and adult education schools which are found in other Wisconsin cities.

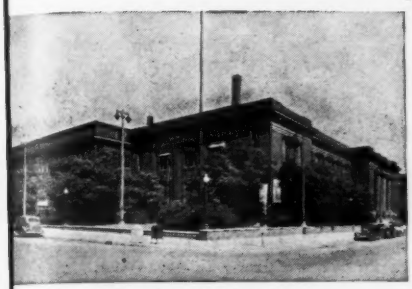
Tours to agricultural, business, industrial, and civic points of interest also are being arranged for delegates and their wives.

A special feature of the convention will be a vocational and adult education exhibit sponsored by all the vocational schools of the state. It will be located in Mechanics Hall of the Milwaukee Auditorium in juxtaposition to the commercial exhibits of the Ship. The purpose of this educational exhibit will be to illustrate the Wisconsin Plan of Vocational and Adult Education and to indicate "what makes it tick."

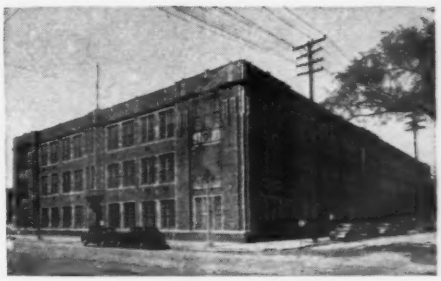
Don't miss this convention.

Milwaukee is diversifying her program of vocational and a e

d comprehensive program of vocational
ıdion to meet her community's needs



Milwaukee Auditorium



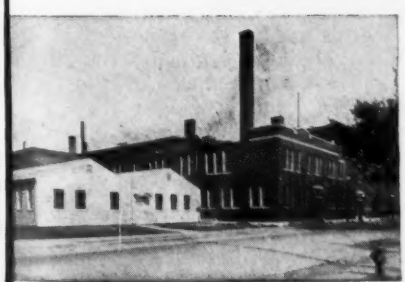
Green Bay Vocational School

Racine Vocational School

Milwaukee Vocational School

La Crosse Vocational School

Manitowoc Vocational School



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Appleton Vocational School

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ALABAMA STUDENTS VISIT WASHINGTON

Piedmont Clubs' Project Finances Trip

J. F. INGRAM

State Supervisor, Trade and Industrial Education
State Department of Education, Alabama

MEMBERS of the Piedmont High School Diversified Occupations Club and Future Homemakers of America Club demonstrated how club projects could be made to finance an interesting, exciting, and instructive trip to the nation's capital. Looking ahead to the trip, the Diversified Occupations Club sponsored a savings campaign in which each club member put aside 50 cents weekly for the 36 weeks of school. In addition, the club published football programs and sold them at the high school games, and sold pencils and paper in the school supply store throughout the year to add to the trip fund.

The Future Homemakers of America Club participated in the savings plan by which a joint account was maintained in a local bank supervised by a member of the Diversified Occupations Club who acted as a general treasurer. The FHA Club also prepared luncheons twice a month for the Piedmont Lions Club and deposited the proceeds in the joint account.

As the school year drew to a close in May, 1948, the combined clubs' financial project had succeeded to the point of making possible a joint trip of club members and sponsors by chartered bus from Piedmont to Washington. The group visited many interesting and historical sites on the route to the capital, including the battlefields near Chattanooga, the Smoky Mountains National Park, the famous Virginia Military Institute at Lexington, Thomas Jefferson's home "Monticello," and the old capital of the Confederacy in Richmond.

Upon their arrival in Washington, the Alabama group was welcomed by Senator John Sparkman, Senator Lister Hill, Congressman Albert Rains and Sam Hobbs, and Dr. L. H. Dennis, Executive Secretary of the American Vocational Association. Then began a round of exciting activities which included visits to the White House, the National Archives, the Smithsonian Institution, the Lincoln Memorial, the Zoological Park, Mt. Vernon, Arlington Cemetery, General Robert E. Lee's home at Arlington, the U. S. Naval Academy at Annapolis, Maryland, and other places of interest. Radio station WQQW welcomed the group and sponsors as guests on a radio broadcast interview with Senator Sparkman and the Polish Ambassador. The Alabama students exchanged information with the Polish Ambassador regarding their schools and, at the request of Senator Sparkman, Wallace Hudgins explained the Diversified Occupations Club work in Alabama. Miss Arlene McKinney of the FHA Club spoke for the Homemakers on the broadcast.

As a climax to the Washington visit, the group participated in a television show with Johnnie Bradford as guests of the National Broadcasting Company.

Upon returning to Alabama, it was the consensus of opinion that the trip had been so interesting, instructive and pleasant that the project should be made an annual one for the high school clubs. The group was sponsored by Mr. Clay Knight of the Diversified Occupations Club and Miss Sue Green of the Future Homemakers of America, Piedmont High School.

EMPLOY HANDICAPPED WORKERS

E. B. WHITTEN
Executive Secretary
National Rehabilitation Association

THE public may help to make "National Employ the Handicapped Week" a success by cooperating with local committees working on problems of rehabilitation of handicapped persons. When a severely handicapped person becomes a self-supporting, contributing member of society, everyone gains. As long as he remains in idle dependency, everyone loses. Let's make every week "National Employ the Handicapped Week"!

The complete rehabilitation of a physically or mentally impaired person may necessitate one or more of these services: Medical diagnosis, Medical treatment, Hospitalization, Vocational guidance, Counseling, Vocational training, Occupational tools, Placement. It is well to remember that while placement is only one of the rehabilitation services, it is the end for which all other services are made available. A person may be thoroughly trained and completely restored physically and still be a liability to society, if he is not satisfactorily employed and making his contribution to society.

A recognition of the key position of placement in the problems of handicapped persons led Congress in 1945 to pass Public Law 176 calling for national observance of the first week of October as "National Employ the Handicapped Week." The purpose of the Act was to enlist public support for and interest in the employment of otherwise qualified but physically handicapped workers.

Specifically stated, the objectives are:

1. To promote employer acceptance of qualified handicapped workers.
2. To find jobs for unemployed handicapped workers.
3. To safeguard jobs of employed handicapped workers.
4. To inform all handicapped persons of services available to them.

The President's Committee on "National Employ the Handicapped Week," composed of more than 150 representatives of business, industry, labor, medical, fraternal, women's, veterans', professional and religious organizations, was appointed by President Truman to assist in stimulating the activities of private organizations in behalf of the employment of handicapped persons.

Although practically everyone knows one or more severely handicapped persons who have overcome their handicaps and are entirely self-supporting, there is, nevertheless, considerable reluctance on the part of many employers to give certain classes of handicapped persons an opportunity to make good.

This reluctance may be caused by one or more of several factors—an unfortunate experience with some handicapped persons, lack of understanding of the nature of certain types of disabilities, belief that the handicapped cannot produce at a satisfactory rate, or their belief that insurance rates are increased when physically impaired people are employed.

It is of course apparent that many handicapped persons cannot satisfactorily perform just any job in any business or industrial establishment. In this article, we take for granted that a conscientious, intelligent effort will be made to match the physical and emotional equipment of the individual to the demands of the job. Vocational rehabilitation counselors and employment service specialists will assist any employer who needs help in this process. When this matching is carried out, all indications are that the employer has nothing to lose in the employment of handicapped persons.

A two-year study of 11,000 handicapped workers compared with 18,000 unimpaired workers doing the same work in 109 plants carried out by the U. S. Department of Labor in cooperation with the Veterans Adminstration revealed the following facts:

1. When properly placed, handicapped persons adjust quickly and satisfactorily to their jobs.
2. They are equal and sometimes superior to other workers in job performance.
3. The job safety records are as good or better than those of their fellow workers.
4. They tend to have better job attendance records than other workers on the same job.
5. They are not job hoppers. They change jobs less frequently than other workers.

Even though some aspects of the study may indicate it, no claim is made that handicapped persons are superior to other workers. It is fair to conclude, however, what many employers found out by less scientific methods long ago, that properly placed handicapped workers are just as efficient as their so-called normal fellow workers.

As to the insurance aspects of the problem, the National Association of Mutual Casualty Companies has repeatedly pointed out that Workmen's Compensation insurance rates are not increased when physically impaired persons are hired. Rates are determined by the experience of the class of business modified in some cases by individual plant or business experience. There is no indication that total losses are increased when handicapped persons are placed into proper jobs.

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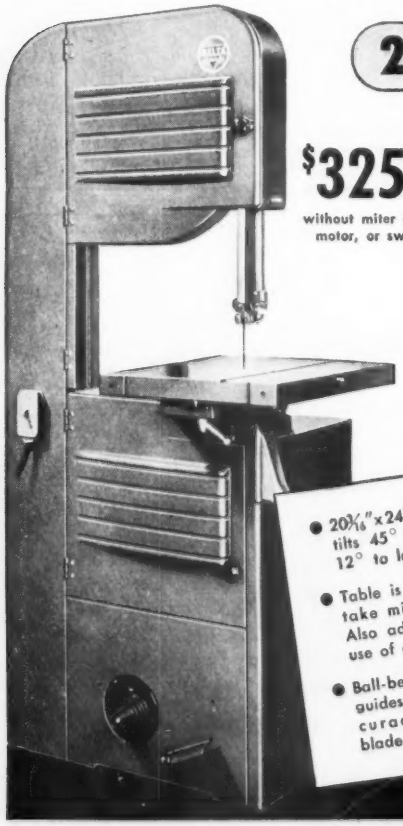

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S-52

Rebuilding the Industrial Training Program of a Chinese University

As a result of the war, Peiping Technical College, conducted as a part of the Presbyterian Missions, was destroyed. About the same time the Industrial Training Department of the Yenching Mission University was discontinued as a result of the Japanese invasion.

At the close of the war, those who survived limped back to view the wreckage of their institution. In spite of the battered condition of the campus in Yenching, classes were started among the ruins and plans were developed to proceed with the reconstruction. In making the plans it was decided not to reopen the college at Peiping but to move whatever could be salvaged nine miles and make it a part of the college at Yenching.

There was no money available to meet the expenses of the college but, through the cooperation of various industries in North China, a fund of 90,000,000 Chinese dollars was established with which to make a start. In addition, engineers from these industries cooperated with the university authorities in determining needs and resources, and did much to aid in the planning of the various courses of study.

Two types of technical students were admitted from the beginning. The first of these consisted of senior high school graduates. These individuals entered upon a five-year program leading to one or the other of a number of fields of engineering. As a part of this training the members of this group spend two semesters and one summer in gaining work experience in Chinese industries. It is felt that this combination makes for a better understanding of the theory taught in the formal classes.

The second group is composed of young lads of high school entrance age. These individuals are hired as apprentices in the service department of the University. They, too, embark on a five-year program, but they work somewhere on the university property four hours each day, for which they are paid. During the first two years they are given from one to three months experience in each of the trades represented on the campus. However, during the last three years they must specialize in one trade. Those who follow this course do not receive a degree. It is believed, however, that they will be prepared to fill positions as foremen in industry.

At the end of the war it was found that, in common with most things in China, the equipment of Yenching University had been destroyed or removed by the enemy. In an effort to restore the buildings and equipment the work of these two groups of students was directed toward the rehabilitation of the plant. Obviously, the younger group had more time to devote to the project, but both groups take considerable pride in what has been achieved.

Under the direction of Major David Dean, bits of machines, motors, parts of engines and a miscellaneous mixture of gears, machine parts, and pieces of scrap have been recovered and patiently pieced together to form a cupola, a gas plant, a boiler, an engine, and other necessary units. Thus by patient toil and well-directed effort, accompanied by the natural urge of man to rehabilitate himself and his environment, Yenching University, which was wrecked by war, is slowly but surely resuming its place as a training agency for China's industries.

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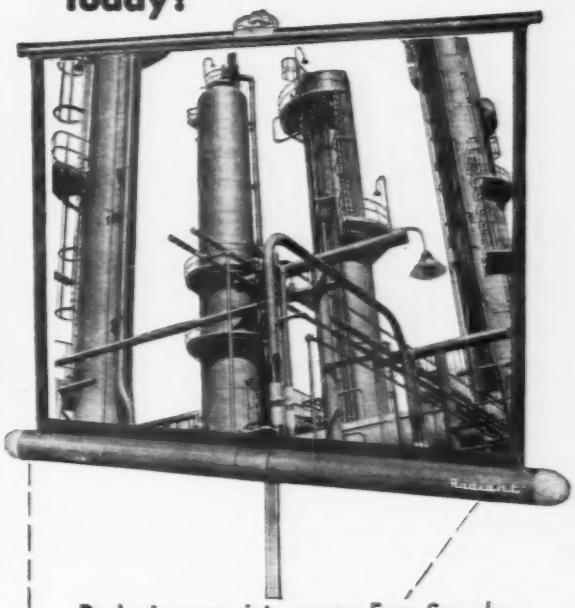

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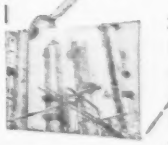

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A Follow-up of Technical High School Graduates

B. ALFRED COX

How Well Is Training Reflected In Occupation After Graduation?

DURING the past year, a study was made of the graduates of the Washington Technical High School for Negroes, St. Louis, Missouri. In this study an effort was made to discover the relationship between the training offered by the school and the occupations entered by its graduates. As a basis for any conclusions drawn it was decided to include in the study the graduates from five classes during the period from 1945 to 1947 inclusive.

The study was conducted by means of a questionnaire that was filled in during a personal interview with each graduate. By this means responses were received from 90 per cent of the graduates.

It was found that the students were distributed over twelve different occupational areas in business and industrial fields as well as in service occupations.

It is of interest to note that, of the 112 graduates considered in the report, 70 are women and 42 are men. Of these, 49 per cent of the women and 56 per cent of the men are now employed in occupations for which they were trained, while 13 per cent of the total group are working in allied occupations; 54 per cent of the total are still in their original jobs while 11 per cent have changed jobs more than tree times.

A number of reasons were given for changing jobs, low wages and poor working conditions appearing most frequently. The wages earned ranged from $10 a week to $60 a week, three persons receiving the former and one the latter.

The graduates appeared to be of the opinion that there were several reasons contributing to the failure of some to find employment in the occupation for which they were trained. The most important among these appeared to be prejudice against the race and the rules set up by the craft unions. Of the 112 who expressed an opinion on the question, 75 felt that this constituted a real handicap to graduates.

From the recommendations made by those who responded, 35 expressed the opinion that there is need for more guidance and placement work in the school. Then, too, some felt that more practical experience should be provided and more modern shop equipment should be made available.

In response to the inquiry in regard to which subjects had been of greatest value to them in their work, it was found that mathematics and English stood out prominently at the top, with shop practice, science and shop theory appearing next in order. In contrast to this, history was the only subject that was considered to be of no value from the standpoint of more than three graduates. In this case only two graduates expressed themselves as being disatisfied.

A few graduates felt that certain subjects might have been helpful in their jobs had they been offered in school. At the top of this list was chemistry and foreign languages, nine in the former group and five in the latter.

The following recommendations are made on the basis of the information obtained:

1. A well-organized department should be set up to provide adequate guidance, placement, and follow-up;
2. A coordinator should be employed who would be responsible for developing closer contact with local industries;
3. A cooperative program should be introduced for the purpose of providing actual work experience;
4. Since 18 per cent of the graduates attend college, college preparatory work should be continued and expanded;
5. Since race prejudice still persists, an active educational campaign should be carried on leading to the more general acceptance of the negro in a number of occupations now closed to him.

SANTA MONICA FM STATION

(*Continued from page* 13)

cost aspects of KCRW-FM at Santa Monica, the following information is listed:

Equipment at the Main Studio:	
2 Collins transcription turntables, each	$ 490.00
1 Western Electric four-channel 23C mixer	750.00
1 RCA cutter and turntable with recording amplifier	500.00
6 assorted microphones, total	650.00
1 Collins high-fidelity speaker	200.00
(Patching panel was constructed by Technical School students from parts donated to the school by the Columbia Motion Picture Studio)	
Equipment at the High School:	
1 Collins portable four-channel mixer	375.00
(The high school has programs originating at various places on the campus)	
Equipment at the Technical School:	
1 Collins 250-watt transmitter	4,200.00
1 Collins two-bay antenna	900.00
1 General Electric combined frequency and modulation monitor	900.00
2 Collins line amplifiers and 1 Collins equalizer	500.00
1 Collins high-fidelity speaker	200.00
Rental of telephone line per month	14.00
(The line amplifiers and equalizer are required because of the loss of high frequencies on the telephone line. No charges for engineering or installing equipment has been included as all work was done by Instructor Hillis Brown and Technical School students.)	

The transmitter is located at the Technical School and is connected by a telephone line with the studio at the City College and at the high school across the street. The total cost of the units listed is $10,155, not including maintenance and telephone line.

Santa Monica School administrators expect the station to play an increasingly important role in education. It will provide practical experience and training in radio maintenance and operation for students in Technical School, will serve as a training school for prospective radio announcers and radio artists, and will enable all schools to put on programs designed to meet specific needs in the classroom. The station also will do much to acquaint the public with the work being done in the public schools.

AN EFFECTIVE GUIDANCE PROGRAM

(*Continued from page 6*)

problems of the school and community. If a group guidance program is to be introduced, then weeks of professional labor must go into the selection of materials (problems) and the preparation of the cases. It is the writer's conviction that an effective group guidance program cannot be left to incidental stimulation. It should be specific, even though new problems or cases are adde from term to term. Many vital aspects of the vocational guidance programg can be made an important part of the materials of group guidance, for example: discussion and consideration of character and personality traits necessary for success in any area of life.

(1) Preparing a Course in Vocational Guidance

The preparation of a course of study in vocational guidance for a school or for a school system can be done intelligently only by professionally alert teachers who are prepared for the job. The selection of the committee to take such an assignment should be carefully made. It is presumed that the teachers involved are at least "primed" through directed study and research, or through college or university courses in the various phases of vocational guidance.

As the vocational guidance program advances, it will be recognized that it should provide at the beginning for the following features: (a) counseling, (b) guidance in subject matter (through subject, shop and activity rooms), (c) guidance through clubs, (d) group guidance under the homeroom teacher, and (e) an intensive vocational guidance course, including a study of occupations and carrying with it diploma credit.

The course of study or curriculum guide should in the integrated whole set forth the philosophy, the directives, and the materials involved in the five phases to which reference has just been made.

The original course of study for the Newark schools in the intensive course in vocational guidance covered the following areas (though subsequent modification has been made in some areas):

- Unit I —Why a Study of Vocations
- Unit II —Attitudes and Habits of Work
- Unit III —Character Traits
- Unit IV —Self-analysis Chart
- Unit V —The Dignity of Labor
- Unit VI —The Interdependence of Labor
- Unit VII —Our World of Work
- Unit VIII—The Employer and the Employee
- Unit IX —How to Study Occupations
  - (a) Type Study of an Occupation
  - (b) Study of Selected Occupations
- Unit X —Securing a Position
  - (a) The Letter of Application
  - (b) The Interview
- Unit XI —Promotion on the Job
- Unit XII —Economic Aspects of Industry

This course of study made specific provision for fixing the responsibility of *all* teachers to present to the students of their classes the vocational possibilities or aspects of the subjects taught. For example, in English and Latin classes, the following vocations were considered: journalism, novel writing, magazine writing, advertisement writing, salesmanship, etc.; in the art classes, consideration was given to the vocations of costume designing, window decoration, landscape gardening, photography, illustration, art, etc.

In like manner, teachers in charge of school clubs were asked to stress the vocational aspects of the club interest when such existed; for example, camera, cartoon, debating, dramatic, journalism, home economics, and science research clubs.

(2) Follow-up Studies and Research

Vocational counselors will constantly have before them the challenge to secure up-to-date information concerning (a) the unexplored background of their students, (b) the reasons for failures and drop-outs, (c) the employment markets of business and industry, (d) professional needs, both local and national, (e) the follow-up of former students in college, business, and industry, etc. It stands to reason, however, that there are limitations as to the amount of research counselors, by themselves, can accomplish in view of the demands of their daily work. In a city school system, however, where provision is made for supervisory assistance and direction, many studies can and should be under way constantly with the ultimate objective of supplying dependable information upon which student guidance may be given in many areas by principals, counselors, and teachers.

(3) Career Day Programs

The Newark school system has been employing this device for several years past with much success in creating an expanding interest in vocational guidance, not only among students but among parents as well. Each of the seven high schools conducts such a "Career Day" program once in two years. An entire morning is given over to the program which provides an opportunity to the full student body to meet and discuss with invited and successful men and women the various aspects of the many vocations and professions. Each student is enabled to attend two discussion groups covering two different careers. Since the program is repeated every two years, each high school student twice has the opportunity to explore at first hand his own vocational interests which change often with advancing years.

During the months of May and June, 1948, the Director of Secondary School Guidance presented a series of radio broadcasts over the Newark Board of Education FM radio station (WBGO) to the high schools in which representatives of many local colleges and universities were interviewed, primarily on problems of admission to the institutions in question. This coming fall, when Station WBGO expects to broadcast to the community during evening hours also, it is planned to present a series of weekly programs covering the vocations. Such programs, it is believed, will be of deep interest to the listening parents, as well as to the students.

5. *Convincing the Board of Education of the value of the services.*

This problem should be the simplest of all for a superintendent. It has been

(*Continued on page 32*)

A V A PUBLICATIONS

Research Bulletin No. 1 — Occupational Adjustments of Vocational School Graduates. 1940. Pp. 132. Price 10 cents each; 10 or more, 5 cents each.

SURVEY FORMS for use in making local or area studies of graduates and former students of industrial, home economics, or agricultural education schools or departments; useful to occupational guidance, training, and placement programs. 1940. Pp. 4 ea. Prices: 10 copies, 15 cents; 100 copies, $1.05; 1,000 copies, $8.25.

Research Bulletin No. 2—A Study of Industrial Teacher Education at the Graduate Level. 1941. Pp. 42. Price, 10 cents each; 10 or more, 5 cents each.

An Enlarged Program of Vocational Education With Special Reference to Larger Administrative Units. 1943. Pp. 52. Price, 40 cents each; 10 or more, 35 cents each.

Improving Instruction in Industrial Arts. 1946. Price, 25 cents each; 10 or more, 20 cents each.

State Supervision of Industrial Arts Education. 1946. Free.

America's Vocational Schools. 1945. Pp. 56. Single copies Free.

Evaluative Criteria for Vocational Education in Agriculture. 1942. (Revised). Pp. 75. Prices: 20 cents each; 10 or more copies, 15 cents each.

Manual of Directions for Use with "Evaluative Criteria for Vocational Education in Agriculture, 1942 Revision." 1943. Pp. 15. Prices: 1 to 9 copies, 10 cents each; 10 to 99 copies, 9 cents each; 100 or more copies, 8 cents each.

NOTE: The report entitled, "Factors Affecting the Satisfactions of Home Economics Teachers," published by the Committee on Research and Publications of the AVA, is available for distribution. The publication, AVA Research Bulletin No. 3, may be secured from the AVA office in Washington, D. C.: price 75c a copy.

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Let's Weigh

Your scales can be a valuable ally to your judging eye! For years livestock breeders have kept weight and performance records, as well as pedigrees. Now many *commercial* producers are taking a tip from them. Recording birth weights and weaning weights of calves, pigs and lambs. Using their records to help cull, to select their likeliest breeding stock.

There is lots of evidence of the value of your scales in helping your eye. Here are just a few examples:

1) At Purdue University they weighed 7,554 pigs from 784 litters. Here's what they found. Pigs that weighed THREE pounds at birth averaged 28 pounds at weaning. But pigs that weighed TWO pounds at birth weighed only 21 pounds at weaning. Of the heavy pigs, 77% lived to weaning age, against only 49% of the light pigs. And right up to market weight, the heavier pigs had a higher rate of gain.

2) The U. S. D. A. has kept a 14-year record on beef calves. Birth weights vary from 40 to 109 pounds. Their finding: heavier-than-average calves reach a 500-pound weaning weight and 900-pound marketing weight faster than lighter-than-average calves. You know what that means! Less feed. More and quicker profit.

3) Sheep Experiment Station men at Dubois, Idaho, find they can use the scales to select breeding stock for greater production in the future. Their ewe lambs, which are heavier than average at weaning time, prove to be the best producers in total lamb weight and fleece weights.

You need a good "judging eye" to tell you whether an animal has good conformation, is true to type, etc. But the evidence of recorded weights *does* point strongly to a general rule which can *help* your eye:

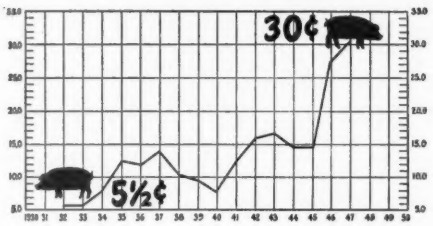
Keep or buy animals heaviest at birth or weaning!

From grass range to gas range, in our big nation most of the livestock is raised far from where it is eaten—an average of more than 1,000 miles. Swift & Company helps bridge this gap and balance the supply in one area with the demand in another. Efficient processing and distribution keep the meat moving to markets all over the country. For these services Swift *earns* a profit of a fraction of a cent a pound. This has no noticeable effect on either meat or livestock prices. It's the demand for the available supply in the nation-wide markets which governs the price of meat and thus the price of livestock. For the price we pay for animals must be based on what the meat and by-products will bring.

Prices of Hogs May Rise or Fall But Competition Sets Them All

I have been with Swift & Company for 46 years. Most of my work has had to do with the buying of hogs and selling of pork and pork products. I would like to make a point that I believe should be of interest to you, as producers.

In July 1932, top hog price in Chicago was 5½ c a pound. That was highest for the year. In December 1932, top hogs sold for 3¢. This year hogs hit an all-time high of more than 30 cents a pound.



No meat packing company can control either livestock or meat prices. More than 3,500 competing meat packers and 22,500 other commercial slaughterers see to that. So do 35,000,000 meat-eating families. No packer's buyer can hold down the price of livestock. No packing company could boost up the price of meat.

Now, here's the point I want to get across to you. Those prices, both lowest and highest, were set by (1) the supply of hogs, and (2) the demand for pork.

S M Lund

Mr. Lund, guest editor this month, is Vice-President of Swift & Company in charge of hog buying, processing and distribution of pork products.

Martha Logan's Recipe for

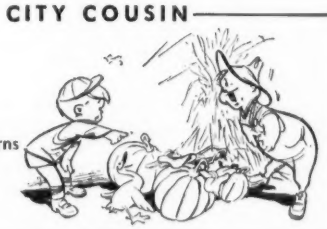
INDIVIDUAL PORK ROASTS

4 1-inch-thick shoulder pork chops	1 tablespoon chopped onion
1 teaspoon prepared mustard	⅛ teaspoon sage
2 cups bread crumbs	1 teaspoon salt

Spread chops with mustard. Make a dressing of bread, onions and seasonings with just enough water to moisten. Brown chops in a heavy skillet. When well browned, top chops with dressing pressed firm. Bake covered in a moderate oven (350° F.) for 20 minutes. Uncover and bake 15 to 20 minutes until dressing is crisp and brown. (Yield: 4 servings.)

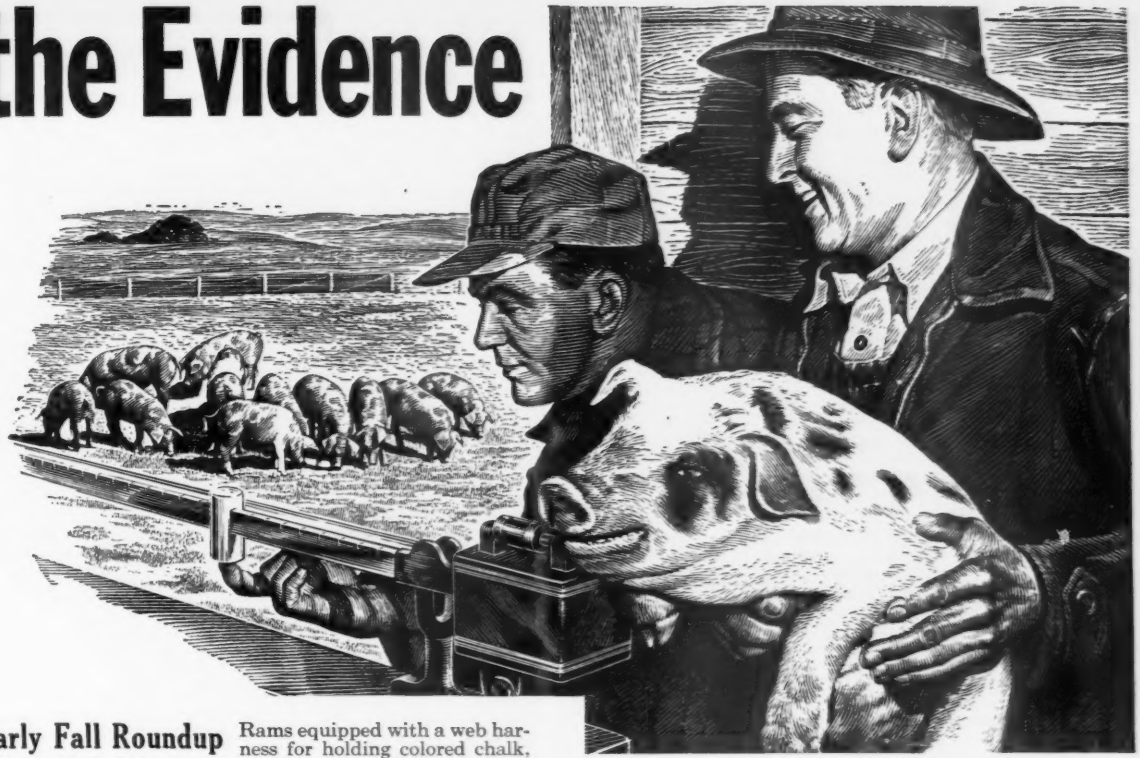
OUR CITY COUSIN

Cries City Cousin,
the silly child,
"Look! Jack-o'-lanterns
growing wild!"



Swift & Company UNION STOCK YARDS CHICAGO 9, ILLINOIS

the Evidence



Early Fall Roundup Rams equipped with a web harness for holding colored chalk, help "write" their own breeding records. This device is being used in the breeding flocks of many large Wyoming ranchers. It helps owners keep their records. They know when ewes will lamb . . . which lambs are from which sire.

Control swine parasites—make more profit, suggests the University of Minnesota. Even fall pigs may be infested with internal parasites. Strict sanitation is the key to control. Clean and scrub farrowing pens with boiling lye water. Wash the sides and udders of sows with soapy water before farrowing. After farrowing keep the pigs on clean pasture until bad fall weather sets in.

Many feeder cattle are prone to contract shipping fever. This disease is a type of pneumonia. It may be brought on by fatigue, irregular feeding and exposure. Vaccination, two weeks before shipping, helps reduce the danger, reports the University of Illinois. Cattle arriving in the feed lot should be protected from cold winds and rain. Light, bulky feeds like whole oats and roughage should be fed. Sick animals should be isolated promptly and a veterinary called.

The Red Wagon

No doubt you've seen the food trucks, so gaily painted red, that travel 'round the country, helping keep our people fed? The story of these trucks is a story you should know—it started in New England, some ninety years ago. There a boy, Gustavus Swift, who later won renown, bought a heifer, butchered it, then sold it 'round the town. Stave made a little profit—two dollars, it is said. It wasn't much to start on, but it helped him get ahead. His wagon—yes, you've guessed it—from which he sold his meat, was a vivid red in color, to be noticed on the street. Stave moved on to Boston when his trade began to grow, then headed for Chicago, where he started Swift & Co. Now the Swift trucks deliver meat and butter by the ton, and they're counted by the thousands instead of only one. To this day Swift trucks are red, that all the world may know this trade mark of the business Swift started years ago . . . and on each load delivered, Swift earns a service fee—a fraction of a cent a pound, saved by efficiency.

Crib-Dried "Soft" Corn Beats Spoilage

by Wallace Ashby, USDA

Wallace Ashby

Artificial drying of high-moisture corn in farm cribs should help stabilize livestock production. It should enable you to hold over corn for summer and fall feeding. When your corn is too "soft," it must be sold or fed before the warm weather of spring.

Farm crib driers were tested recently by USDA agricultural engineers and cooperating State Agricultural Experiment Stations. The artificial drying of corn in existing cribs proved practical. They required but inexpensive preparation to insure an equal distribution of heated air through the corn (such as sealing ends with heavy paper).

Value of the corn was increased 10 to 70 cents a bushel, as a result of the drying operations (based on amount of drying needed and current local discounts and prices). Fuel and power costs ranged from 2½ to 9½ cents a bushel, according to moisture removed, weather, and other factors. Labor, depreciation, and insurance would add to the total cost of drying. But it still would leave a good net gain—even if the corn were sold.

Artificial drying also makes it possible for you to harvest early. More important, it enables you to hold over grain needed for feeding on the farm—without danger of spoilage, regardless of its moisture content at maturity. Thus you can plan ahead for summer and fall feeding operations. You're assured of a ready supply of grain that is essential for that final market finish.

Soda Bill Sez:

It pays to say good of folks. A feller will nigh "bust" himself trying to be as good as he thinks you think he is.

• • NUTRITION IS OUR BUSINESS — AND YOURS • •

Right Eating Adds Life to Your Years — and Years to Your Life

PERSONALS

Julian A. McPhee, President of the American Vocational Association, has had a very busy year addressing meetings of state vocational associations throughout the country. In August, he addressed the Oregon State Vocational Association at their annual convention. In October he will speak to the state associations of Minnesota and Utah, and in November he is scheduled to speak to the Missouri State Vocational Association. In addition to these major engagements, he has attended numerous conferences as a representative of the American Vocational Association and has made frequent trips to Washington to participate in various meetings and conferences with educational groups at the American Vocational Association executive offices.

* * *

Herbert S. Conrad of Princeton, New Jersey, has been appointed Chief of the Research and Statistical Service, Office of Education. Dr. Conrad comes to the Office of Education from Princeton University where he has served on the College Entrance Examination Board for the past three years. A former Examination Methods and Statistical Analysis Specialist for the Civil Service Commission, he has a broad background in statistical analysis and educational psychology. Dr. Conrad holds the B.A. and M.A. from Columbia University and the Ph. D. from the University of California.

* * *

Jack R. Gamble has been appointed State Director of Vocational Education in Louisiana. Mr. Gamble has recently served as principal and teacher of agriculture at Logansport. Announcement of the creation of the new position has been made by Shelby M. Jackson, State Superintendent. Other appointments announced by Mr. Jackson are as follows: Miss Evelyn Terrell, Supervisor of the State School Lunch Program; Mrs. Ruth Kean, Supervisor of Nutrition Education, a new service; Miss Lulu May Longoria, Supervisor of Food Preservation; T. E. Kirklin, Supervisor of Distribution of Food and Surplus Commodities; N. H. Raley, Principal of Eros High School, field representative of the foods program; and A. D. Walker of Shongaloo, former agriculture teacher at Coushatta, Executive Secretary of the Louisiana Association of Future Farmers of America.

Fire Prevention Week

The week of October 3-9 has been designated as Fire Prevention Week by the National Board of Fire Underwriters. Fire losses in the United States for the 12-month period ending June 30, 1948, amounted to $709,839.00, a record breaking figure. A very striking and effective poster calling attention to fire as the Fifth Horseman is available free for distribution from the National Board of Fire Underwriters, 85 John Street, New York 7, N. Y.

The Civil Service Commission has approved the designation of Consultant, Supervisory Training in Industry for **Dr. C. F. Klinefelter,** a member of the staff, as a position in the Trade and Industrial Education Service. For sixteen years Dr. Klinefelter was associated with Dr. Charles R. Allen in the training of conference leaders, and the development of instruction material for use by foreman conference leaders. He assisted Dr. Allen in the preparation of Vocational Division Bulletin No. 125, "The Training of Foreman Conference Leaders," and Dr. Battin in the development of Vocational Division Bulletin No. 231, "Social Leadership—Essentials of Conference Discussion Techniques of Special Value in Supervisory Training Programs in Connection with War Production Training."

* * *

Mr. C. E. Highlen has been appointed to the staff of Purdue University as Assistant Professor of Trade and Industrial Education in the Division of Education and Applied Psychology. Mr. Highlen's new duties began as of September 1, 1948.

* * *

Miss Nellie S. Buckey has been appointed Supervisor of Home Economics Education by the Department of Education, Baltimore, Maryland. Miss Buckey's duties, which began on September 1, 1948, include the supervision of all types of Home Economics classes, with special attention to classes in special areas of education where there is a need for intensive training in homemaking.

Miss Buckey came to Baltimore with a wide background of professional experience as a teacher and administrator of Home Economics Education. She has served as State Supervisor of Home Economics in Connecticut, supervisor with the New York State Department of Education, and her experience also includes four years as Chairman of the Division of Home Economics at the George Peabody College for Teachers at Nashville, two years as Assistant Professor of Home Economics Education in the New York State Teachers College at Buffalo, five years as instructor of Home Economics and Associate in Personnel and Guidance in the New College of Columbia, and two years as Supervising Teacher in Home Economics Education at Michigan State Teachers College at Ypsilanti.

* * *

Miss Boletha Frojen, State Supervisor of Home Economics Education in the Florida State Department of Education, was the subject of a most interesting tribute in the June 1948 issue of "School Directory."

Miss Frojen was chosen by the magazine as its "cover personality" and her interesting career was described in a well written biographical article which described her early life in North Dakota, her years in Minnesota as a teacher, and her very active work in Florida which began at Hillsboro High School in Tampa and has led to her present position as State Supervisor.

Additional recognition was accorded to Miss Frojen in June when the Florida State Home Makers of America awarded her an honorary membership in the Florida Association. In her response to this honor, Miss Frojen noted that she had followed the growth of the Florida Home Makers Association from its beginnings as a small home economics club, and she observed that home makers, in shaping a home, play an important part in shaping the community, the nation, and the world.

IN TRIBUTE

Edward F. Randall

EDWARD F. RANDALL, 69, former Director of the Kenosha Vocational School, Wisconsin, died July 28th, 1948, following a long illness.

Mr. Randall began his work in Kenosha in 1906 as principal of the Bain School and was active in the local educational field until his retirement in 1944. He was a life member of the American Vocational Association, a 25-year member of the Wisconsin Association of Directors of Vocational and Adult Education, and was also affiliated with the National and Wisconsin Education Association.

A native of Dairen, Wisconsin, Mr. Randall attended Milwaukee Normal, Stout Institute, and Oshkosh Normal School before beginning his teaching career in Troy Center, Wisconsin. During a long stay in Kenosha he served as principle of the Frank and Lincoln Schools, and from 1918 until his retirement in 1944 he was Director of the Kenosha Vocational School.

He is survived by his widow and two sons, Edward N. Randall, Goshen, Connecticut, and Robert N. Randall, Kenosha; and two grandchildren.

* * *

Lewis H. Wood

LEWIS H. WOOD, 62, State Director of Vocational Education in Iowa, died suddenly at Ames, Iowa, on August 20th as he was about to attend an Iowa State College Home Economics Conference.

Mr. Wood had been State Director of Vocational Education since 1944. He was a graduate of the University of Illinois, held a master's degree from the University of Wisconsin, and had done additional graduate work at Iowa State College and the University of Iowa.

Formerly associated with Sioux City schools where he served as Director of the Sioux City Vocational Education Department, Mr. Wood moved to Des Moines four years ago after being appointed to the post of State Director of Vocational Education.

Mr. Wood is survived by his wife, Hazel, and a daughter, Nancy, a school teacher in Waterloo, Iowa.

The United States Treasury Department has recently issued the fall 1948 edition of the *School Savings Journal for Classroom Teachers.* This journal is designed to aid educators in the task of training students to be financially competent through the School Savings Program. It features a list of free teaching aids which may be obtained through the Education Section of the Treasury Department, Washington 25, D. C.

Instructor F. W. Brachhold reports from Daytona Beach, Florida, that leg disabilities do not handicap a person who is interested in learning to be a radio operator. He has informed us that he has eleven physically handicapped students in his advanced class and another instructor has a number in his beginning class. This effort serves to give emphasis to the philosophy that, if we are to have "equal educational opportunity", we must provide in our programs for all who seek help.

BRIEF NEWS ITEMS

Hamden L. Forkner, Professor of Education, Teachers College, Columbia University, informs us that the Business Education Department of Teachers College is instituting a program of work-experience education for business teachers beginning with the fall 1948 term.

Each student who enrolls in the course will be required to hold an office, store or an industrial job for not less than 10 hours per week, preferably for a full day. There will be a seminar meeting once each week of all students enrolled in this program. The seminar group will share their experiences, indicate what they have learned that may be used in classroom teaching, develop standards for the teaching of business subjects and, in addition, learn how to organize and plan work-experience programs for high school and college students. Under this plan, a student may earn almost all of his expenses, including tuition while carrying work toward his Master's degree.

Dr. John L. Rowe, formerly Head of the Business Education Department at Boston University and recently appointed Assistant Professor of Education in the Business Education Department at Teachers College, will be in charge of the program.

•

The American Nurses' Association is this year sponsoring the Diamond Jubilee of American Nursing. In addition to paying homage to the achievements of the nursing profession, the Diamond Jubilee celebration will also serve as a tribute to Miss Linda Richards, America's first professional nurse, who was graduated from the Training School at the New England Hospital for Women and Children in Boston in 1873. Miss Richards will be honored at a banquet to be held in New York City on November 16th. The various State and District Nurses' Associations throughout the country will carry on related activities in connection with the Jubilee.

•

The National Graphic Arts Education Association has announced the 13th Annual International Printing Ink Essay Contest, with a $500 first prize and 33 additional cash prizes. The topic which has been chosen for this year's subject is "Printing and Free Government" and the contest is open to all high school, trade school and preparatory school students, as well as ninth grade pupils. Further information may be obtained from International Printing Ink, 350 Fifth Avenue, New York 1, New York.

•

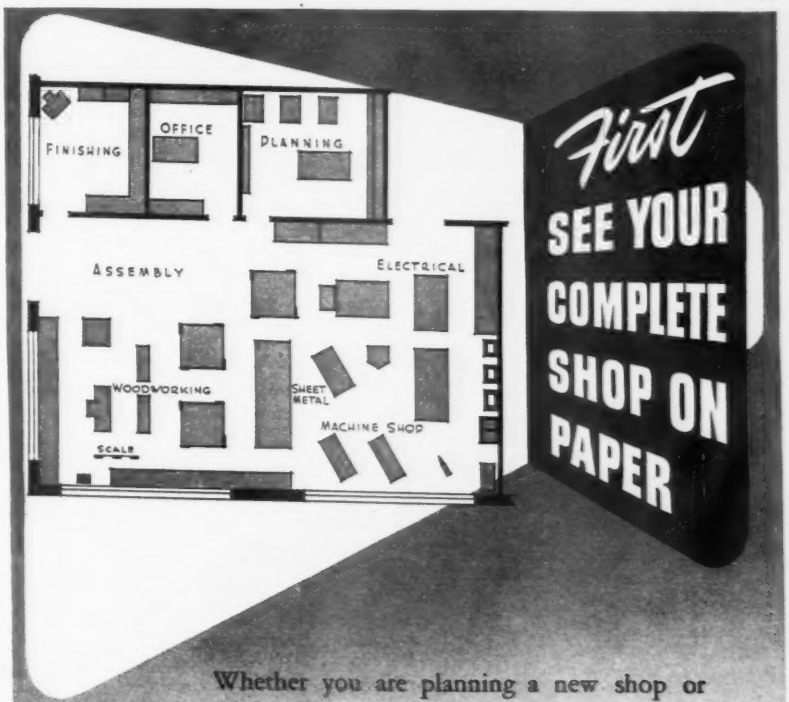
Herbert Kellor, Evening School Supervisor, St. Paul, Minnesota, has announced that evening classes for employed workers is definitely a permanent establishment in the St. Paul public school system. Evening classes have been held in the St. Paul Vocational School since the building was completed in 1923, and a full-time evening school coordinator has been responsible for a program to meet the needs of craftsmen in the field of trade and industrial education since 1945. Classes are held both day and evening during the non-working hours of the trainee, and meet either once or twice a week from two to six hours a week. Two types of vocational programs are in operation at the present time—trade and industrial, and business and distributive, while plans are currently being formulated to include homemaking as a third field of vocational training.

A Golden Anniversary

Celebrating its golden anniversary this year, the American Technical Society continues to expand its service to industrial education. During the last 28 years, James McKinney, as executive vice-president of American Tech, has perpetuated the founder's idea of publishing self-improvement tools for workers. Mr. McKinney, who was in charge of the first industrial education teacher training at the University of Illinois, recently said: "It is our continuing objective to merge ourselves with the ever-widening purposes of education, and to take a responsible role in this movement. Thus we are joining forces with those educators who have done so much to develop the skills, knowledge, and attitudes of the American people."

50th Anniversary Book Manuscript Contest

As part of its 50th anniversary celebration, the American Technical Society has announced a Book Manuscript Contest as an expression of the Society's willingness to cooperate with the Commission on Life-Adjustment Education for Youth. The purpose of the contest is to encourage the preparation of text and reference material for students above the elementary school age. The contest, which is for textbook manuscripts only, carries cash awards of $1,000, $500, and $250 in addition to royalties. Manuscripts mailed to the American Technical Society no later than December 31, 1949, will be eligible. Contestants should address the Managing Editor, American Technical Society, Drexel Avenue at 58th Street, Chicago 37, Illinois.



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MUSKEGON, MICHIGAN

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MILWAUKEE, WISCONSIN, NOVEMBER 29—DECEMBER 4, 1948

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Offering comfort, convenience and service, Milwaukee's hotels extend their hospitality.

NAME OF HOTEL		SINGLE	DOUBLE	TWIN BEDS
ABBOT CREST	Without Bath	$1.65 to $2.00	$2.75 to $ 3.00	
	With Bath	$2.75 to $3.00	$3.85 to $ 4.25	$4.40 to $ 5.50
AMBASSADOR	Without Bath			
	With Bath	$3.00 to $5.00	$5.00 to $ 8.00	$5.00 to $ 8.00
*ANTLERS	Without Bath	$1.00 to $1.50	$2.00 to $ 3.00	$2.25
	With Bath	$1.50 to $5.00	$2.50 to $ 6.00	$6.00
ASTOR	Without Bath			
	With Bath	$3.00 to $6.00	$5.50 to $10.00	$7.00 to $10.00
BELMONT	Without Bath	$1.65 to $2.00	$2.50 to $ 3.00	$3.50 to $ 4.00
	With Bath	$2.50 to $3.50	$3.50 to $ 5.00	$5.00 to $ 6.00
CARLTON	Without Bath	$1.25 to $1.75	$2.50 to $ 2.75	
	With Bath	$2.50 to $2.75	$3.50 to $ 3.75	$4.50
GLOBE	Without Bath	$1.25 to $2.00	$2.25 to $ 3.00	$3.00 to $ 3.50
	With Bath	$2.00 to $3.00	$3.00 to $ 4.00	$4.50
JUNEAU	Without Bath	$1.25 to $1.75	$2.00 to $ 2.75	$2.75
	With Bath	$1.75 to $3.00	$3.00 to $ 4.00	$3.00 to $ 4.50
*KILBOURN	Without Bath	$2.00 to $2.50	$3.00 to $ 4.00	$4.00
	With Bath	$2.50 to $3.00	$3.50 to $ 4.00	$4.00
KNICKERBOCKER	Without Bath			
	With Bath	$3.00 and Up	$5.00 and Up	$6.00 and Up
LA SALLE	Without Bath			
	With Bath	$3.50 to $5.00	$5.00 to $ 8.00	$6.50 to $ 8.50
MARTIN	Without Bath	$1.00 to $2.25	$2.00 to $ 3.00	
	With Bath	$2.00 to $3.50	$2.25 to $ 4.00	$2.25 to $ 4.50
*MARYLAND	Without Bath	$1.25 to $1.50	$2.00 to $ 2.50	$3.00
	With Bath	$2.00 to $2.50	$3.00 to $ 4.00	$4.00 to $ 6.00
*MEDFORD	Without Bath	$1.75	$3.25 to $ 3.50	$3.50
	With Bath	$2.50 to $3.25	$3.50 to $ 4.50	$5.00 to $ 6.00
PFISTER	Without Bath	$2.75 to $4.40	$4.95 to $ 6.60	$4.95 to $ 6.60
	With Bath	$3.30 to $7.50	$5.50 to $ 9.90	$5.50 to $ 9.90
*PLANKINTON HOUSE	Without Bath			
	With Bath	$3.30 to $5.50	$4.50 to $ 6.60	$5.50 to $ 8.80
PLAZA	Without Bath			
	With Bath	$2.50	$3.50	$5.50 to $ 7.50
*RANDOLPH	Without Bath	$2.00	$3.25	
	With Bath	$2.50 to $3.50	$3.75 to $ 5.50	$5.00 to $ 5.50
REPUBLICAN	Without Bath	$1.75 to $2.00	$3.00	$3.50
	With Bath	$2.75 to $4.00	$4.00 to $ 6.00	$5.50 to $ 6.00
ROYAL	Without Bath	$2.00	$3.00 to $ 3.75	
	With Bath	$3.00	$5.00 to $ 5.50	$5.50
*SCHROEDER	Without Bath			
	With Bath	$3.75 to $7.50	$6.00 to $ 8.80	$7.00 to $12.00
SHORECREST	Without Bath	$1.75	$2.50	
	With Bath	$2.50 to $3.00	$3.50 to $ 4.00	$3.50 to $ 4.00
STRATFORD	Without Bath			
	With Bath	$3.00 to $5.00	$5.00 to $ 7.50	$6.00 to $ 7.50
*TOWER	Without Bath			
	With Bath	$2.75 to $3.50	$3.85 to $ 4.50	$4.40 to $ 6.00
WESGATE	Without Bath	$1.00 to $2.00	$2.00	
	With Bath	$2.50 to $3.75	$2.75 to $ 4.00	
*WISCONSIN	Without Bath	$1.75 to $2.00	$2.75 to $ 3.00	
	With Bath	$3.00 to $6.00	$4.25 to $ 7.50	$6.00 to $ 9.00

* Located within 5 blocks or less of the auditorium where the AVA meetings will be held.

DETACH AND MAIL DIRECT TO:

Miss Bess Ellis, Chairman
AVA Convention Housing Committee
Milwaukee Vocational School
Milwaukee, Wisconsin

Date .....

Dear Miss Ellis: I expect to arrive in Milwaukee ..... (P.M.) (A.M.)

Please reserve ..... (Single) (Double) (Twin Beds) (Suite), (with) (without) bath in the following hotel,
(Number of rooms)

Milwaukee, Wisconsin (list 3 choices)

.....

.....

.....

Price of room to be between $..... and $..... per day.

I will be accompanied by (Mr.) (Mrs.) (Miss) .....

Name .....

Address ..... City ..... State .....

Books and Bulletins

GENERAL

What School or College?, by Walter J. Greenleaf. Federal Security Agency, U. S. Office of Education, Division of Vocational Education, Washington 25, D. C., 1948. 4 pages, free.

This guide to selection of school or college is intended to assist students in mapping future educational programs and to aid vocational counsellors in advising students on selection of a school. Write for Misc. 3276, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

The New Junior College, by Starrak and Hughes. Iowa State College Press, Ames, Iowa, 1948. 63 pages, $1.25.

This bulletin deals with a relatively new but rapidly developing area or division of public education in the U. S. An attempt is made to deal with this newcomer in terms of the educational needs to be served, the objectives to be achieved, the current attempts by institutions to serve these needs, and the more significant principles and problems involved in its establishment and administration. A section on area vocational schools is included.

Lovejoy's Complete Guide to American Colleges and Universities, by Clarence E. Lovejoy, 1948. Simon and Schuster, 1230 Sixth Ave., New York 20, N. Y., 1948. 158 pages, $1.49.

This book provides a wealth of data about colleges and universities throughout the country, including chapters on costs, scholarships, admissions, etc., of interest to prospective students.

1947-1948 Educational Directory, Office of Education, Federal Security Agency, Washington 25, D. C., 1948.

Published in four parts as follows. Part 1, Federal and State School Officers, 10c. Part 2, County and City School Officers, 20c. Part 3, Higher Education, 30c. Part 4, Educational Associations and Directories. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 75c for the set of four.

Naturalists of the Frontier, by Samuel Wood Geiser. University Press, Dallas, Texas, 1948.

Included in this book are chapter biographies of 11 naturalists who explored the Southwest between 1820 and 1880; thumbnail sketches of 142 others; and a chapter on scientific study in the Old South before 1850.

The Administration of High School Athletics, by Charles E. Forsythe. Prentice-Hall, Inc., 70 Fifth Avenue, New York, 1948. 440 pages.

Designed not only for those who expect to teach or direct physical education, this book is also planned for those already administrating athletic programs. It offers practical suggestions and guides for managing the business affairs of an athletic program, covering such items as eligibility, contest management, equipment, awards, budgets, safety, etc.

State Plan for Vocational Education, published by Vocational Division, New Jersey Department of Education, Trenton, New Jersey, 1947. 171 pages.

State plan for the utilization of federal funds provided for vocational education under the Smith-Hughes and George-Barden Acts of Congress, covering the period of July 1, 1947 to June 30, 1952.

Pakistan, issued by the Embassy of Pakistan, Washington, D. C., 1948. 24 pages. An illustrated descriptive bulletin containing facts about "The Youngest Nation."

Requirements for Certification of Teachers and Administrators in Elementary and Secondary Schools and Junior Colleges, by Robert C. Woellner and M. Aurilla Wood. The University of Chicago Press, Chicago, Illinois, 1948. $3.00.

The thirteenth annually revised digest of requirements for certification of teachers and administrators in elementary and secondary schools and Junior Colleges for 1948-49.

GUIDANCE

Careers in Federal Service for the College-Trained, by Arthur Liebers. Wilcox & Follett Co., 1255 S. Wabash, Chicago 5, Ill., 1948. 116 pages, $1.00.

The purpose of this book is to provide pertinent information regarding opportunities in Government service for those

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who are equipped by education and experience to fill the higher positions. Application procedure, pay scales, veterans' preference, and retirement plans are explained in detail.

Occupational Books, 1947-1948, by Walter J. Greenleaf. Federal Security Agency, U. S. Office of Education, Division of Vocational Education, Washington 25, D. C., 1948. 4 pages, free.

A list of books and pamphlets of interest to counselors and guidance officers in the field of occupations published in 1947 and 1948. Write for Misc. 3286, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

Alabama Girls after High School, by Rochelle R. Gachet. Alabama College, Montevallo, Alabama, 1948. 24 pages.

A report on a second follow-up of former girl students of six Alabama high schools.

California Test Bureau, published by The California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, California, 1948. 8 pages.

A booklet describing the services of the California Test Bureau to (1) schools, colleges, and guidance agencies, (2) the individual and his family, and (3) business and industry.

Bibliography on Counseling, by Robert Bennett, 1948. 6 pages mimeographed.

This bibliography, developed in connection with a Master's Thesis, may be secured from the author, 410 Quad Hall, 7500 Euclid Avenue, Cleveland 3, Ohio.

Twentieth Century Speech and Voice Correction, edited by Emil Froeschels, M.D. The Philosophical Library, Inc., 15 East 40th Street, New York, N. Y., 1948. 321 pages.

Latest developments and modern trends in speech and voice correction, with contributions from nineteen authorities.

Fisherman's Knots and Nets, by Graumont and Wenstrom. Cornell Maritime Press, 350 West 23rd St., New York 11, N. Y., 1948. 203 pages, $3.00.

This book explains methods of taking fish, tying different types of knots, making seines and nets, with numerous illustrations.

HOME ECONOMICS

Food for Families with School Children, United States Department of Agriculture, Bureau of Human Nutrition and Home Economics, 1948. 24 pages, free.

Write Bureau of Human Nutrition and Home Economics, Agricultural Research Administration, U. S. Department of Agriculture, Washington, D. C.

Applied Textiles, Fourth Edition, by George E. Linton and Joseph J. Pizzuto. Lifetime Editions, Inc., 435 E. 24th Street, New York 10, N. Y., 1948. 480 pages, school edition $4.75, trade edition $6.00.

Well illustrated with pictures, figures, and illustrations, this book is well planned and organized with a unit-plan sequence with self-study and self-testing programs in the field of textiles.

Home Economics Career Boosters. Attractive pin-ups "Opportunity in Home Economics" are available from the Southern California Home Economics Association. A series of nine are 20c. Order directly from Miss Charlotte Brester, Chairman, Home Economics Department, Santa Barbara College, University of California, Santa Barbara, California.

INDUSTRIAL

Course in Sheet Metal, Part 1—a workbook for apprentices, 114 pages; Tests to Accompany Course in Sheet Metal, Part 1—a series of objective tests covering topics in workbook, 188 pages. Prepared by Instructional Materials Laboratory, Bureau of Trade and Industrial Education, California State Department of Education. California State Department of Education, Sacramento, 1948. $1.50 for each volume.

Brake Work, by Dell et al. Delmar Publishers, Inc., Albany 1, New York, 1948. 194 pages, $2.75 paper covered, plastic bound; $3.50 cloth covered, hard bound, less school discount.

This manual, as its name implies, is a comprehensive treatment of brake work. Common types of brake equipment are described, supplemented by "How-To-Do" units. Also included are brake adjustment and maintenance suggestions.

Television and FM Receiver Servicing, by Milton S. Kiver. D. Van Nostrand Company, Inc., 250 Fourth Ave., New York 3, N. Y., 1948. 212 pages.

Contains practical information on antennas and transmission lines, alignment and servicing instructions, and directions for installing television sets.

Drawing by Seeing, by Hoyt L. Sherman. Hinds, Hayden & Eldridge, Inc., New York, N. Y., 1948. 77 pages, $3.00.

Well illustrated, designated as a new development in the teaching of the visual arts through the training of perception, this book describes recent developments in the teaching of beginning drawing and painting.

National Trades Examinations. Report of the Consultative Committee on the Technological Examinations Appointed by the Hon. Minister of Education in November, 1946. E. V. Paul, Wellington, New Zealand, 1948. 87 pages.

An outline of the history of technological examinations in New Zealand, with recommendations and findings of Committee.

Instructional Materials for Training Apprentices. California State Department of Education, Bureau of Trade and Industrial Education, Instructional Materials Laboratory, 1947. 7 pages mimeographed, free.

This release describes the background of the Instructional Materials Laboratory and includes a price list of instructional materials now available and in preparation. Write Miles H. Anderson, Assistant States Supervisor in charge of Instructional Materials, 2129 Grove Street, Room 201, Oakland 12, California, for copy.

(*Continued on page* 32)

METALWORK TECHNOLOGY and PRACTICE

By O. A. Ludwig. Revised 1947. A complete textbook for metalwork—hand and machine. Presents usable information for machine shop, automotive, aeronautical, metal pattern working, foundry, sheet, ornamental and metal building as well as allied trades. Its 400 pages include 660 illustrations, showing step-by-step procedures, tools, equipment, machines. Contents include metalworking jobs, safety, reading drawings, sketching, layouts, hand polishing, tapping, assembling, riveting, buffing, metal finishing, stamping, stenciling, etching, metal lathes, metal spinning, shapers, universal grinders and many other valuable topics, $4.00. Order today. Clip this.

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Establishment of The Babe Ruth Cancer Fund with the contribution of $100,000 by the Revere Camera Company of Chicago was announced on August 20th by Sam Briskin, head of the Company. This contribution of $100,000 will go to the American Cancer Society to start the fund for general research and for use at the society's discretion in the fight against the disease that proved fatal to Babe Ruth.

VOCATIONAL EDUCATION AT MICHIGAN

(*Continued from page* 15)

Other eight-week short courses available at Michigan State College are: Home Economics, Agricultural Engineering, Commercial Fruit Production, Dairy Production, Dairy Manufacturing, Poultry, and Practical Floriculture. Within the past three years, seven training courses have been organized for the purpose of training personnel in a particular field. These courses are: Elevator and Farm Supply, Farm Equipment Service and Sales, Forest Practice, Nursery and Landscape Management, Commercial Floriculture, Farm Buildings, and Ice Plant Engineering. This group of courses gives 13th and 14th grade youth a broad choice of vocations.

DISTRIBUTIVE EDUCATION FOR DEALERS

(*Continued from page* 3)

The plan for making use of our nationwide distributive education facilities to teach proper handling and merchandising methods to food store personnel handling these perishables was conceived last January at the Atlantic City Convention of the National League of Wholesale Fresh Fruit and Vegetable Distributors. The functions of the distributive education system was outlined at that annual meeting, and League members enthusiastically endorsed a program designed, in brief, to educate retailers not only in how they could sell more produce, but how they could reduce, if not eliminate, the huge losses resulting from the decay, wilting, etc., of produce. Thus was evolved the program which strikes at the core of these ruinous losses by improving handling and merchandising methods.

And now, after nine months' work and preparation, this program has become a reality.

The distributive education teachers of this country thus take on a new task, one which is assured of success through the record of their achievement in other fields.

Distributive education teachers will be, in short, a major factor in streamlining the handling and merchandising of the fruit and vegetable industry.

HOME ECONOMICS PLANS FOR MILWAUKEE

Programs Based on a Poll

LETITIA WALSH, Program Chairman
Home Economics Section, American Vocational Association

POLLS are fashionable today. They are useful, too! To determine the most important subjects and suitable speakers for the 1948 meetings of the American Vocational Association, a sample poll of leaders in home economics education was taken this summer. The problems most frequently requested in the poll will be considered on the home economics education programs. The speakers suggested to discuss these problems are men and women active in the field or in research who will report on new and significant solutions.

The over-all theme suggested for the programs is an encouraging one, "Homemaking Education Meets Today's Challenge." And this same positive, constructive note will be dominant in every meeting. On each program one or two distinguished speakers will present frontier thinking on the problem, and several skilled "practitioners" from the field will give concise reports on promising practices already used and evaluated. Thus each major problem will be approached from a rich variety of viewpoints but will represent an integrated treatment of the whole subject.

Special efforts are being made to secure classroom teachers to contribute their fresh enthusiasm, practical experience, and realistic honesty to the programs. In turn, it is hoped that many classroom teachers will make a strong effort to attend this annual convention of their own educational organization.

On the program, "Meeting the Challenge through In-Service Education," one speaker will develop the implications of the various national conferences held this year for home economics in high schools. Several representatives from cities and states where new curricula in home economics are being developed or are just off the press will describe the unique features of their procedures and results. A final speaker will attempt to suggest future trends in homemaking education at the secondary level.

"Meeting the Challenge through Pre-Service Education" will give similar consideration to the problem of revising college curricula in home economics education. Evaluative reports of outstanding present programs of curriculum revision will follow keynote speakers on this vital subject. Another group of teachers will report on specific procedures that have proved rewarding in the improvement of student teaching.

State supervisors, teacher trainers, and classroom teachers left the Kansas City meeting of the Future Homemakers of America so filled with enthusiasm for what youngsters can achieve that inevitably they are now seeking new ways to help their club members. One program will be devoted to suggestions that should prove helpful for making FHA experiences even richer at the local level. Such suggestions will also be of value to those preparing teachers in colleges and to state advisors of clubs. And the new national president of FHA is expected to participate in the program to make sure that the girls' point of view is well represented.

Audio-Visual Education

Young America Films has issued a new free catalog in two separate sections. The first section lists descriptions of 16mm. teaching films, while the other is devoted to filmstrips, slides, etc.

A new series of eight all-color filmstrips has been released by the same firm under the title *Holiday Series*. These filmstrips have been designed to correlate with typical school activities on certain holidays and other special occasions during the school year. They are executed in original art work and processed on Ansco color film.

A one-reel 16mm. sound film, *Care of Art Materials*, has been made especially for use in the lower elementary school grades and has as its purpose the promotion of wider interest and care in the use of common art tools found in typical classrooms. Address: Young America Films, 18 East 41st Street, New York 17, N. Y.

BOOKS AND BULLETINS

(*Continued from page* 30)

Basic Repair Operations for Automobile Mechanics, a publication of the New York State Vocational and Practical Arts Association. Delmar Publishers, Inc., Albany, N. Y., 1948. 220 pages, cloth covered $3.25, paper covered, plastic bound $2.50.

The third volume in the Automotive Series, this book focuses attention on related technical information and repair operations which are basic in training automobile mechanics.

The Slide Rule, by Rufus T. Strohm and Archibald DeGroot. International Textbook Company, Scranton, Pennsylvania, 1948. 95 pages.

This book presents information required to enable the average person to learn how to use the slide rule.

What the Labor Management Relations Act Means to You. National Foremen's Institute, Inc., Deep River, Connecticut. 22 pages, 10 to 50 copies, 15¢ each, discounts in quantity.

This little pamphlet presents an interpretation of the Act by an independent organization and does not attempt to express the opinion of any particular group.

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Bell & Howell Company, Chicago manufacturers of precision motion picture equipment, announces the development of a new single-case, sound motion picture projector, the Single-Case Filmosound. This projector weighs only 43¾ pounds and is designed with a six-inch speaker mounted on a removable door in the side of the case. Speaker and projector are connected by a 40-foot cable which, when not in use, is coiled on the back of the speaker panel. The Filmosound incorporates silent and sound speeds; reverse, still-picture clutch; and "floating film" construction.

A new high-speed continuous photocopy machine that makes four hundred 8½"x11" copies per hour, and is able to copy direct from originals up to 18" wide—any length—is announced by the American Photocopy Equipment Company, 2849 North Clark Street, Chicago. Called the CP-18 Apeco Continuous Copier, the new machine copies directly from any original containing matter that is written, printed, typed, drawn, blueprinted, or photographed. Stencils are not required since it operates on a simplified photographic principle.

EFFECTIVE VOCATIONAL GUIDANCE

(*Continued from page* 23)

the writer's experience that board of education members, particularly those in cities, want the best services they can secure for their youngsters and that they are willing to pay for them if the need is shown, the service is valuable, and the money can be found. All too often school administrators apparently fail in demonstrating enthusiasm for a just cause and, in consequence, their attempted salesmanship does not produce the hoped-for results.

A city school system, in planning for a functional guidance program, must find the ways and the means to establish proper psychological, psychiatric, medical, and nursing services; it must allow for the assignment to the high schools of additional teachers in the person of counselors; it must provide also central office direction and leadership through supervisors who are professionally trained for the task at hand. A functional guidance program will make provision for a close coordination of all the special services of the system in the interest of the students for whom they are intended.

American Education Week Stresses Freedom Theme

The overall emphasis of American Education Week this year is upon the role of education in *Strengthening the Foundations of Freedom*. The daily topics gear into this theme by pointing up critical areas in which speedy advances must be made if schools and colleges are to be equipped in terms of the size of their tasks. The 28th observance of American Education Week this year will be November 7th to November 13th. It is sponsored by three national organizations with over nine million members: the National Education Association, the American Legion, and the National Congress of Parents and Teachers.

ASSOCIATION NEWS

• The second annual convention of the Minnesota Vocational Association will be held in Minneapolis on October 28th and 29th. Included on the roster of speakers for this event are the following: Hon. Luther W. Youngdahl, Governor of Minnesota; Hon. Walter H. Judd, House of Representatives; Hon. Hubert H. Humphrey, Mayor of Minneapolis; Julian A. McPhee, President, American Vocational Association; and L. H. Dennis, Executive Secretary, American Vocational Association. Members of the Minnesota Vocational Association will also attend general meetings of the Minnesota Education Association convention which will be held concurrently in St. Paul.

* * *

Dr. Carlton E. Wright Receives Interesting Assignment

The services of **Dr. Carlton E. Wright**, Director of Research and Publications for the American Vocational Association, were lost to the Association on July 15, 1948, when Dr. Wright became a member of the staff of Cornell University's Department of Agricultural Economics and Farm Management. Dr. Wright's new duties consist of directing the activities of the New York City office of that department on a special project of consumer information. The new position represents recognition of Dr. Wright's excellent qualifications and background and, for this reason, although the American Vocational Association regrets his leaving, we sincerely congratulate him upon his enlarged professional opportunity.

* * *

New AVA Appointment

The American Vocational Association has secured the services of **Mr. George F. Theroux** as an assistant to Editor-in-Chief L. H. Dennis in the publication of the American Vocational Journal, to succeed Dr. Carlton E. Wright.

Mr. Theroux is a graduate of the University of Utah and has done graduate work at the University of California and the George Washington University. Prior to coming to the AVA on August 1st, Mr. Theroux served as Personnel Officer, Editor, and Research Writer for the Department of the Army and the University of Pittsburgh. A former teacher in Utah, he also served on the faculty of the Catholic University of America. He is a member of Phi Delta Kappa, Phi Kappa Phi, and the American Vocational Association.

* * *

In a recent issue of the "Vocational Reflector", a publication of the State Board for Vocational Education, Nevada, mention was made of a trade course which is different from those with which most of us are familiar. It appears that deposits of clay have been located which lend themselves to use in the field of ceramics.

In order to encourage the development of this industry, and to prepare people for more effective participation in it, classes are being organized to provide training in its various phases.

It is planned to purchase the necessary equipment with George Barden funds. This equipment will be portable in order that it may be used in different parts of the state.

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